# ALBERTA EDUCATION CURRICULUM REVIEW

## PART I

## PUBLICATIONS OF THE CURRICULUM BRANCH

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JANUARY, 1984

# ACKNOWLEDGEMENTS

Many people have contributed to the preparation of this report. Members of ad hoc committees and coordinating committees, consultants in the regional offices, learning resource officers and others undertook the basic work of reviewing and evaluating publications. Subsequently, associate directors Laura Mann, Frank Crowther, Scotty Day, Garry Popowich and Merv Thornton performed the major task of summarizing results for their respective portfolios.

In compiling this Curriculum Branch consolidation, a very heavy reliance was placed on the insightful remarks contained in the portfolio reports. In many instances, too numerous to single them out individually, these comments were included verbatim.

The writer takes full responsibility for the accuracy of interpretations placed on the findings of this review and also for the validity of the recommendations.

Finally, without the patience and skill of the secretarial team of Chris Budynski and Lois Robertson, the report would not have appeared at all.

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## Introduction

On May 12th 1983, Premier Peter Lougheed, in a speech to the Legislative Assembly, directed the Minister of Education:

> "... to have a special review undertaken forthwith of our curriculum to ascertain if there are any practical changes which could be made that would foster greater tolerance and respect for minority groups in our society".

Subsequently, as a part of a Ministerial statement issued on June 27, 1983, Education Minister David King announced that a curriculum review would be undertaken. "Specifically, Alberta Education will conduct an audit of the programs of studies, curriculum guides, textbooks, and other learning resources approved for use by Alberta schools in order to:

-- determine the adequacy of the ways in which tolerance, understanding, and respect for minority groups and individuals are addressed and fostered;

-- identify specific areas where changes are required;

-- recommend appropriate follow-up action to be taken."

This report contains a description of the first part of the Curriculum Branch's activities in carrying out this mandate, as well as the findings and recommendations. Part one deals with the Program of Studies and support documents. The second part which is to follow will cover learning resources.

## Procedures

To ensure a uniform treatment of the problem by the various branches involved, a steering committee was established. Membership consisted of:

Adrien Bussiere - Language Services
Frank Crowther - Curriculum
Scotty Day - Curriculum
Irving Hastings - Planning Services
Phil Lamoureux - Language Services
Laura Mann - Curriculum
Rene Marrinier - Program Delivery
Ken McKie - Special Education
Heleen McLeod - Special Education
Marjorie McLeod - Early Childhood
Garry Popowich - Curriculum
Merv Thornton - Curriculum
Amelia Turnbull - Correspondence School
Chairman, George Bevan - Curriculum
Consultants, Martin Adamson - Media & Technology
, Gerry Ewert - Planning Services

## Definition of Tolerance

One of the first tasks of the committee was to define the terms "tolerance" and "understanding". This was accomplished by reference to the statement of Desirable Personal Characteristics in the Alberta Program of Studies, where these terms were initially given official status. The word "tolerant" was judged to subsume the meaning associated with "understanding".

Hence, only the former was retained in conducting the study although both appear regularly in the report.

Tolerance, the condition exhibited by a tolerant person, was defined as:

- being sensitive to other points of view, but able to reject extreme or unethical positions;
- free from undue bias and prejudice.

## Criteria for Judging Tolerance

From this definition, six criteria for making judgments about tolerance were derived. Modifications were made at the request of the Minister's Consultative Committee on Tolerance and Understanding. The set of criteria were then approved by Dr. R. A. Bosetti, Deputy Minister of Education. A full description of the criteria can be found in Appendix A.

## Definition of Minority Groups

A second task was to determine the scope of the phrase "minority groups". At the suggestion of the Minister's Consultative Committee, it was agreed that the curriculum review should be conducted with five categories in mind: by age, race/colour/ethnicity, religion, sex and by handicap (individual differences). To assist curriculum reviewers, a series of focus statements were prepared for each grouping category. These statements are presented in Appendix B.

## The Plan for the Review

The review was to be carried out in two stages:

1. Alberta Education publications, including the Program of Studies, curriculum guides and support documents such as manuals, monographs and teaching units;
2. Learning Resources including prescribed, recommended and supplementary.

An orientation workshop of one-day duration was held to acquaint reviewers with the details of the audit, and to train them for the task. Further in-service was provided by each branch as its work proceeded.

A common reporting form (Appendix C) was developed which included three rating categories:

1. Acceptable - meets all or almost all criteria at an acceptable level. Faults are few or minor;
2. Problematic - meets most of the criteria of adequacy but suffers from one or more significant faults. Requires revision or instructions for teachers;
3. Unacceptable - has major faults too serious to warrant further use in its present form. Requires extensive rewriting or replacement.

Following completion of the review of materials at each stage, each branch or unit was to prepare a consolidation. A final, comprehensive summary of the individual reports was then to be written by Dr. Ann Harvey, a consultant hired for this purpose.

## Delimitations and Limitations

With the approval of Dr. Bosetti a number of delimitations and limitations were identified.

### Delimitations

1. There will be no coverage of:
    1.1 resources/programs used in private schools where these differ from the province's;
    1.2 locally developed programs and accompanying resources;
    1.3 Junior-Senior High School Handbook.
2. A review will be taken, if time permits, of:
    2.1 supplementary learning resources;
    2.2 teacher in-service materials developed by ACCESS.
3. Where an approved program is in its optional implementation year, two programs (old and new) may concurrently be permitted. Where the old program is to be discontinued as of September, 1984, only the new program and its resources will be reviewed.
4. Out-of-Print Learning Resources - It has not proven possible to locate copies of some approved learning resources because the School Book Branch no longer stocks them since they are out-of-print. Where these books are being used or even if any schools are using them is not known. In the short time available, the branches will make every effort to obtain copies of recommended and prescribed texts but it is conceivable that some will not be audited. A list of out-of-print books which have not been audited will be included in our report.

5. Revised Categories for Learning Resources - When resources were selected for older courses/programs, a different set of resource categories was in place, namely, "primary", "secondary" and "suggested". While these categories resemble the current set (prescribed, recommended and supplementary), the definitions are not identical. Where this situation exists, it is proposed to audit all primary and secondary learning resources that are accessible. They will be listed as prescribed and recommended resources, even though the fit is not exact.

   Supplementary (suggested) resources will be audited if copies can be obtained and if time permits.

## Limitations

1. Where programs and resources are not reviewed (see Delimitations) coverage of Alberta documents will be incomplete.
2. Because time and manpower are limited, it will not be possible to have some learning resources audited by more than one person. Thus, there will be an increased likelihood of errors of judgment and a lower than desired level of reliability. However, where a resource has been rated as problematic or unacceptable it will have had at least two reviews.
3. The detection of subtle bias and prejudice and the detection of errors of omission require a high degree of sensitivity on the part of the reviewer. Our reviewers will bring certain perspectives to their work. Other reviewers might have brought a different range of perspectives.

## Curriculum Branch Publications

Responsibility for planning and conducting the review of publications was assigned to staff members according to nine areas of the curriculum:

Fine Arts (art, drama, music)

Health

Language Arts

Mathematics

Physical Education

Practical Arts (Business Education)
(Home Economics)
(Industrial Education)

Science

Social Studies

Social Sciences.

Three classes of documents were examined:

1. Legal - Program of Studies;
2. Service - Curriculum Guides;
3. Support - Teacher's Manuals, Monographs, Teaching Units, etc.

The Program of Studies contains, for each course or subject prescribed by the Minister, a statement of rationale and philosophy, the goals and objectives of the course, an outline of content to be covered, sometimes in the form of a scope and sequence chart, and a list of prescribed learning resources. Because the content statements listed in the Program of Studies have been approved on a subject-by-subject basis by the Minister of Education under Section 11 (2) (a) of the *School Act*, these statements have the force of law.

Curriculum guides are service documents prepared for use by teachers. They do not have legal status, except for sections reproduced from the Program of Studies. Guides consist of basic statements from the Program of Studies plus expanded statements of content, suggestions for instruction and pupil evaluation, time allocations and lists of recommended and supplementary learning resources.

From time to time Alberta Education publishes manuals and similar documents for the further assistance of teachers. These have no legal status whatsoever.

## Summary of Documents Reviewed

Alberta's Program of Studies has been published in three parts: for Elementary, Junior High and Senior High grades. For each section, all courses were reviewed except for Modern Languages which were dealt with by the Language Services Branch.

Curriculum guides were examined as follows:

elementary - 9
junior high - 13 (includes two home economics guides)
senior high - 61
TOTAL - 83

Support documents subjected to review numbered 17, plus 19 social studies teaching units.

A complete list of all guides and support documents can be found in Appendix D.

## Reporting Procedure

The procedure followed in reporting results has been to report by exception, using the six criteria for judging adequacy and applying these across the five minority group categories. Inevitably, in this process of aggregation from the level of a single course to the level of the entire Program of Studies, generalizations are required. Unfortunately, as a result, a great amount of course-level data may be lost. To provide those for whom this document is intended with an opportunity to verify the report's conclusions, the original evaluation forms have been retained and will be made available upon request.

In every case, program of studies statements and curriculum guides were rated by at least two auditors. Auditors were either experienced teachers, supervisory personnel or regional office consultants. Most auditors were members of curriculum committees. In some cases, the auditors worked as a team and in other cases they worked independently. In the event the final ratings made by independent judges differed, the document was submitted to a third evaluator for arbitration.

Completed evaluations were collected by an associate director of curriculum who then compiled a summary statement for that curriculum area. Copies of these reports have been appended to this document. Portfolio reports by associate directors form the basis for this Curriculum Branch report.

## Results

### Program of Studies and Curriculum Guides

Although it is common to hear people refer to the "Alberta Program of Studies", there are really three separate documents, for elementary, junior and senior high schools. All courses which have been prescribed by the Minister are listed and briefly described in the three volumes. With certain rare exceptions, e.g., health, social studies and language arts, the very brevity of the content descriptions tends to rule out an in-depth application of the six criteria selected for judging tolerance and understanding. It is not surpising, therefore, to find that in relatively few instances is there serious criticism directed at the curriculum as outlined in the Program of Studies.

Content statements were reviewed as follows:

Elementary - 9, all subjects but French

Junior High - 13, all subjects but modern languages

Senior High - 61, all subjects but modern languages and Latin.

In virtually every case, the content description covers 3 or 6 grade levels or a series of two or more high school courses.

## Criterion #1

*WHERE JUDGMENTS OF OTHERS ARE TO BE MADE, DO THE PROGRAMS AND SUPPORTING MATERIALS PROMOTE FAIR ASSESSMENTS, AVOIDING UNFAIR OR INACCURATE JUDGMENTS BASED ON ALLEGED GENERAL CHARACTERISTICS RELATING TO RACIAL OR ETHNIC ORIGIN, RELIGIOUS AFFILIATION, AGE, SEX OR HANDICAP?*

Abbreviation - Avoids unfair judgments.

The first criterion asks two things: whether curriculum statements promote fair assessments of minority groups; and whether the curricula avoid the making of unfair judgments of minority groups, based on alleged general characteristics. These requirements are the two sides of the same coin. In addition, the underlined phrase is virtually synonymous with "based on stereotyping".

Obviously, making judgments of others may or may not be an integral part of a course curriculum. For the large majority of subjects in the Program of Studies there is no expectation for students to make judgments of individuals or minority groups which are based on alleged general characteristics. That does not mean that stereotyping does not occur incidentally. What it does mean is that the instructional objective of making judgments of others is not at the root of most stereotyping.

In certain courses, language arts, social studies/social sciences, law and marketing, students may be called upon to make judgments of persons directly or through their cultures. In senior high language arts the judgment of characters in literature requires that evaluations be made but it is expected that teachers will guide students toward evaluations which are fair.

Teachers of the social sciences, in most cases, are given specific instructions as to how judgments of others or of events are to be made. In psychology, for example, students are asked to use accurate information as a basis for their judgments. In History, greater specificity is provided to students to lessen cultural bias. Students are asked to detect ethnocentrism, a culturally distorted view of the beliefs of other people. This exists when one interprets or judges another culture by the standards and practices of one's own. To detect cultural bias in an author's description of a foreign society, one should notice whether the writer relies on opinions rather than facts; takes into account other people's observations; chiefly examines both primary and secondary evidence provided by others; clearly states personal biases; becomes immersed in the culture under study; and avoids quick moral judgments about life in the other culture.

Students are also asked to be aware of stereotyping which is a form of cultural bias; the process of applying fixed concepts concerning what a group of people are like and transmitting them to future generations. With respect to the social studies program, the audit reports are unanimous in their positive assessment on this criterion. The curriculum explicitly and continually directs teachers, and thereby students, to reflect upon their judgments and decisions in regard to values associated with human dignity and justice. The process of social inquiry, which provides the basis for inquiry into all topics at all grade levels, encourages objective analysis of a full range of alternatives on an issue before decision making is undertaken.

The emphasis of the Practical Arts is on the development of specific abilities and this emphasis does not necessitate the making of judgments of others. There are numerous references to the students' interactions with individuals and groups, but this does not demand any assessment. Exceptions to this general statement are the curriculum documents of the Law and Marketing courses. In both cases, appraisals of people have to be made. However, in the case of Law, these decisions are based on the study of the rule of law, with human rights provisions intervening to ensure that no unfair or inaccurate judgments are made. The Marketing Curriculum Guide does have a problem in failing to give sufficient direction to the teacher on the subject of marketing strategies for minorities, such as age, gender or racial groups. The oversight was judged to be sufficiently serious to merit a "problematic" rating for the marketing curriculum.

Other instances in which this judgment criterion can be considered to have been satisfactorily met are in elementary health and elementary physical education. In the former case, one of the course objectives is developing respect for individual differences. Pupils are expected to have respect for the opinions and rights of other. Physical education teachers have as their goal the mental, social and emotional development of children, as well as the physical. By stressing competition against oneself and achievement of one's personal best, the uniqueness of the individual is emphasized and the making of invidious comparisons and judgments avoided.

Because instances have not been identified where unfair or inaccurate judgements of minorities have been built into the curriculum, one should not conclude that this criterion has been perfectly met. Too many instances of the use of what is commonly referred to as "sexist" language, of illustrations portraying traditional male/female roles and of Caucasians, were found for those who write curriculum to feel comfortable on this score. Unintended stereotyping of minorities can produce unfair judgments with the same facility as can stereotyping which is built into the content of the curriculum. Except for Marketing, the courses making up the Program of Studies were rated as "acceptable" on this criterion.

## Criterion #2

*DO THE PROGRAMS AND SUPPORTING MATERIALS HELP TO NURTURE A POSITIVE SELF-IMAGE IN ALL STUDENTS BY TAKING AN ESSENTIALLY POSITIVE APPROACH TO HUMAN SIMILARITIES AND DIFFERENCES ARISING FROM RACIAL OR ETHNIC ORIGIN, RELIGIOUS AFFILIATION, AGE, SEX OR HANDICAP?*

Abbreviation - Nurtures a positive self-image.

The essence of the second criterion is the nurturing of a positive self-image in all students regardless of differences which might arise from membership in certain minority groups. Curricula can promote the development of a positive self-concept in three basic ways. These are: by creating a classroom atmosphere or ethos in which all children are seen as equals by teachers and their peers; by the direct study of cultural and religious minorities using materials which portray these groups in a sensitive manner; and by designing into the curriculum opportunities for successful achievement.

All of these approaches are used to some extent in the Alberta Program of Studies although all three do not occur consistently and explicitly across all courses and programs.

Acceptance of others not only as equals but as being "good" or "worthy" just as they are, is the underlying principle of the methods described above. In language arts, the introductory statement in the Program of Studies provides a clear direction for teachers:

- Teachers must accept and respect the unique language of each student and provide for language growth in a classroom environment characterized by mutual respect, acceptance and trust.

- The role of the school includes helping students to recognize, appreciate and respect language differences.
- Initial learning experiences fostered by the school must be based on the acceptance and use of the oral language that young children bring to school.
- The acquisition of receptive and productive control of school language (standard English) is preceded by the goal of facilitating initial learning in children's own dialects.

The study of other cultures and ethnic groups in social studies creates a direct opening for the curriculum to stress the development of a positive self-image. Attitudinal objectives make frequent reference to "appreciation for ... newcomers", ... "empathy for their identity", "contribute to .... backgrounds", etc. There is also the clear assertion through the curriculum that as students are able to discover, research and work towards the resolution of important social issues, they will come to feel, and be, efficacious.

The direct approach to nurturing a positive self-image is used in the elementary health program. Here, a major program theme is "self awareness and acceptance", which comprises twenty percent of the course content at each grade level.

Modifying curricula to meet the needs of individual students is an expectation of all teachers, although this expectation is not usually made explicit in curriculum documents nor are clear directions given to teachers as to how this might be accomplished. A conspicuous departure from this rule has been the development of special programs of studies for the five categories of handicapped pupils.

Deliberately varying the activity or expected level of performance to accommodate the different aptitudes of pupils is possible only in certain subjects such as physical education, the fine arts and the practical arts. Helping a child to experience success and enjoyment, and thus to nurture a more positive self-image, is an important purpose of physical education. The curriculum has been designed to meet the needs of children with a range of physical attributes and abilities.

Sometimes, the nature of the discipline almost rules out direct references to most minority groups, as in the case of mathematics and science. Still, more could be done in the way of portraying the sexes as equals through the use of non-sexist language and through the judicious selection of illustrations involving representatives of a variety of minority groups.

On the second criterion, all statements but one in the Program of Studies were judged to be acceptable. The Senior High Physical Education statement was rated as problematic because of the inclusion of "dance" as a core or compulsory activitiy for students. Some parents object to the participation by their children in dancing, on religious grounds. A second, and even more critical weakness is the omission of activities for the handicapped. Physical fitness is a goal for all.

The curriculum does not by itself create a positive self-image in children. As Merv Thornton points out, "It is successful teaching and learning that is the deciding factor". If pupils could master the knowledge, skills and attitudes contained in every program, everyone's self-image would be enhanced.

Criterion #3

*DO THE PROGRAMS AND SUPPORTING MATERIALS CONTAIN EITHER IMPLICIT OR EXPLICIT GENERALIZATIONS RELATING TO RACIAL OR ETHNIC ORIGIN, RELIGIOUS AFFILIATION, AGE, SEX OR HANDICAP THAT MAY TEND TO PROMOTE UNFAIR OR INACCURATE JUDGMENTS OF INDIVIDUALS OR GROUPS?*

Abbreviation - Contains unfair judgments or generalizations.

The close resemblance between this criterion and the first one should be noted. The chief distinguishing feature between the two lies in how the making of unfair judgments is handled. In Criterion #1 the curriculum should promote fair judgments (and the avoidance of unfair judgments based on alleged minority group characteristics). On the other hand, Criterion #3 requires the absence in the curriculum of explicit or implicit generalizations, relating to minority groups, leading to unfair judgments.

Hence, in applying the third criterion, reviewers were looking for offensive material. For the most part, they found very little, except as noted below, to which they could object. As a result, only the secondary physical education curriculum guide was rated "unacceptable".

In some programs, where the specific purpose is to draw attention to the individual as opposed to a group of pupils, male pronouns have been used throughout the document. While not intended to reflect negatively on the status of females, this language usage might be so construed.

Curriculum documents which have been published in the last year or so tend to have been written more carefully than those developed a few years ago. Care has been taken to exclude gender references through the use of the words "teacher" and "student". Nonetheless, male-oriented terminology such as "salesman" creeps into documents from time to time.

Recent publications such as the ones for elementary health and elementary physical education are purposefully written to avoid stereotyping. Pictures throughout the physical education curriculum guide depict children of both sexes and diverse ethnic origins and colour participating together in activities. Unfortunately, this happy situation does not exist in a number of Practical Arts guides and the Mathematics 15-25 guide. Here, the illustrations present men and women in traditional roles or leave out women entirely.

As indicated earlier in the discussion of Criterion #2, the Secondary Physical Education Curriculum Guide was rejected. Having been written in 1966, this guide is obviously outdated in its attitude toward females. In the words of the reviewers "The pictures and a number of comments are blatantly stereotypical in nature". The descriptions of the major activities are "all written for males and the pictures show only males".

Furthermore, this document was written for "normal" children, resulting in the complete omission of any reference to physical activities for handicapped children.

While no major systematic deficiencies were noted in social studies or the social sciences, some documents were described as containing "sexist" language. Possible discrimination against individuals or groups through simplistic classification was noted in the Political Science guide, and certain overgeneralizations were detected in Religious Studies. However, the social studies curriculum stresses the importance of "generalization" as a social science procedure and generalizations will frequently be limited by ideology and other factors. For example the generalization "The world is characterized by problems of overpopulation and resource distribution" (grade 11) could be interpreted as implying that technical solutions should be applied to questions of human value.

Across the vast array of curriculum statements, there is little to offend, when Criterion #3 is applied.

## Criterion #4

*DO THE PROGRAMS AND SUPPORTING MATERIALS CONVEY THAT EXCELLENCE IN HUMAN ENDEAVOUR MAY BE FOUND IN DIFFERENT WAYS IN ALL HUMAN GROUPS?*

Abbreviation - Conveys excellence

Criterion #4 is one of the more difficult criteria to deal with directly through the content of the curriculum. Some subjects, particularly language arts, fine arts and the social sciences, lend themselves more readily than others to a study of diverse groups and cultures. Most subjects, however, are more technical in nature as with mathematics and the sciences, or are confined to a single culture, as in the case of health. Under these circumstances, conveying the notion that excellence in human endeavour can take many forms or that it can be found universally, must be accomplished through implicit means.

While the content of a number of courses promotes the view of excellence as a universal human trait, few statements to that effect are found in the Program of Studies or in curriculum guides. Lists of goals and objectives do not include explicit references to this criterion. All is not lost, however. The documents for junior high and senior high language arts, elementary and senior high art, and junior high music support implicitly the concept of excellence in human endeavour. In senior high language arts, a wide range of literature is listed and expected to be taught. This literature provides many examples of the endeavours of men and women, young and old, as well as representatives of various races and religions and the handicapped. In many cases the excellence of these endeavours is treated explicitly as well as implicitly.

Three curriculum guides deal explicitly with the idea of excellence in various human groups. The senior high art guide puts emphasis on historical perspectives in art from many nationalities, for example, Greco-Roman, Oceanic, African, Aztec, Egyptian and Canadian. The elementary art guide emphasizes excellence but does not cite specific human groups. The secondary music guide includes an objective: "increasing student awareness of and sensitivity to music of his own and other cultures past and present".

The social studies curriculum promotes sensitivity and appreciation to diverse human values and achievements in significant ways. The rationale is explicit that "schooling must demonstrate sensitivity to the values of community, parents and social institutions while assisting students to deal in positive ways with the value conflicts that exist in the real world (P.4). Further, by explicitly identifying "distinctive human values" in diverse cultural, political and economic contexts the curriculum attempts to promote values of universal human dignity.

The major deficiencies of curriculum documents with respect to Criterion #4 are through missed opportunities. When great accomplishments are being described, the use of examples should involve individuals from a variety of racial backgrounds, male and female, younger and older. This action would increase the probability of achieving a satisfactory rating on this criterion. Newer curriculum guides such as the one for computer literacy display this feature. In particular, references to the handicapped, to both genders and to various age groups could be included in the history of mathematics and the sciences.

In the same vein, and of an even more serious nature, is the absence of activities designed for the physically handicapped. Without an opportunity to participate in a meaningful way in physical education, the concept of excellence takes on a rather hollow meaning for this group. This omission is noted despite the promising statement in the new elementary physical education that integration of the handicapped with other students is expected.

As mentioned earlier, due to their narrow technical nature, subject areas such as the practical arts have little opportunity to demonstrate explicitly that excellence is not limited to specific groups. However, it could be argued that, because curriculum guides present their objectives for developing skills and abilities without reference to age, gender, race, creed or handicap, they are fulfilling indirectly the goal of the fourth criterion. A particular example of this is in the Business Education Curriculum Guides for Typewriting, Shorthand, Office Procedures and Recordkeeping. These traditionally female oriented areas are presented in a gender-neutral manner. Also, the Food Studies and Clothing and Textiles Curriculum Guides present other cultural modes of dress and food preparation in a positive manner.

While most curriculum documents do not attend to this criterion directly or indirectly, it must be emphasized that there are no instances in any of the documents in which the endeavours of any human groups were disparaged.

## Criterion #5

*DO THE PROGRAMS AND SUPPORTING MATERIALS, BY OMISSION, FAIL TO TAKE ADVANTAGE OF CONTENT OR TECHNIQUES THAT COULD ASSIST THE TEACHER IN DEALING POSITIVELY WITH TOLERANCE AND UNDERSTANDING?*

Abbreviation - Fail by omission.

The underlying assumption in this criterion is that programs and supporting materials should not only contain content which deals positively with tolerance and understanding, but which, in addition, should provide techniques or instructional strategies to assist teachers in achieving this objective. The criterion also begs two further questions. Does appropriate content for the purpose exist and are sound instructional strategies known? Secondly, can the curriculum documents for individual courses and programs legitimately include such content and techniques in the absence of a specific reference to fostering tolerance and understanding in the Goals of Education for the Province of Alberta? Neither of these questions will be addressed in this report. They are raised as issues which must subsequently be considered.

The content omission aspect has been covered in some depth in dealing with criteria 1-4. If recognition of the existence of minority groups through the presence of explicit content in the curriculum is required to satisfy this criterion, then it must be admitted that there are some significant omissions. Mention has already been made of lack of provision for, and coverage of, individuals with handicaps. While the neglect is especially glaring in physical education, much more could be done in other subjects such as computer literacy, the fine arts and the practical arts. In defence of the authors of these documents, it should be pointed out that the integration of handicapped pupils is a comparatively recent phenomenon. Concern for the safety of the handicapped is frequently cited as the reason for their exclusion from potentially dangerous activities. Care must be taken to see that this quite legitimate concern does not lead to the complete removal of handicapped pupils from entire segments of the learning environment.

As was noted earlier, the curricular nature of a major portion of the Program of Studies does not lend itself to the introduction of content dealing with specific groups. Hence, the absence of any reference in business education and industrial education to cultural/ethnic minorities and age groups is not a failure to meet this criterion. Similarly, in the sciences and mathematics there are only marginal opportunities to include relevant content dealing with minority groups and individuals. Certainly more could be done in all these instances to broaden the reference groups, through examples and pictures, to include representatives of groups other than young male Caucasians.

With respect to assistance for teachers in dealing positively with tolerance and understanding, the picture is a pretty dismal one. Even in the case of social studies which goes to considerable lengths to help teachers in this regard, problems have been identified. Content descriptions tend to reflect ethno-cultural considerations and not those associated with age, sex and handicap.

It is probably safe to say that the most serious deficiency found in curricular documents has been the lack of direct guidance for teachers in the use of the content to achieve greater tolerance and understanding. While the course content itself in some instances makes possible the fostering of these attitudes, little or no help is provided teachers through recommended techniques for use in the classroom. One exception is the Annotated List of Novels for senior high language arts. This document identifies for teachers situations in the novels which contain obvious intolerance and suggests ways of dealing with it.

Methods of dealing with examples of obvious intolerance should already be known or readily devised. For example, there is no reason why physical education teachers should not be informed in the physical education guides of the need to make alternative provisions for pupils who because of religious affiliation are not permitted to engage in dance activities.

For the reasons stated, the rating of programs and support materials on this important criterion is not a very positive one.

## Criterion #6

*DO THE PROGRAMS AND SUPPORTING MATERIALS IMPLICITLY AND EXPLICITLY CONVEY THE NATURE AND VALUE OF CRITICAL THINKING IN CONSTRUCTING OUR EVERDAY INTERPRETATIONS OF THE WORLD AND THE PEOPLE WITHIN IT?*

Abbreviation - Conveys the nature and values of critical thinking.

The final criterion, critical thinking, forms the cornerstone of the analytical framework which has been selected to examine the curriculum and its contribution to tolerance and understanding. The possession of the ability to think critically is seen as an important prerequisite to the application of that ability in making appropriate judgments about the world and the people within it.

That Alberta Education is solidly committed to this view can be easily demonstrated by referring to pages ix-x of the recently revised Program of Studies for Elementary Schools. In this document, the critical thinking skills, combined with the skills of communication, have been assigned a top instructional priority. The reference is reproduced in full below:

> "Communication and Critical Thinking Skills
>
> The notion of basic skills is widely held by educators. Of the many learning skills usually included in this category, none are of greater importance than those which make up communication and critical thinking.
>
> Communication skills and critical thinking skills are shared by all subject areas. They are common strands holding the various subjects together, although they are not always called by the same names. The chart on page x illustrates the different ways in which these two important learning outcomes are covered in four subjects.
>
> The importance of these two areas of skill development is so great that they have been included as expected learning outcomes for all subjects. Teachers are expected to take appropriate steps in planning instruction to ensure that students do acquire these vital skills."

Appendix E contains a copy of the chart referred to in the statement above.

Current versions of the junior and senior high programs of studies do not contain general or introductory statements of this kind. The secondary programs are scheduled for revision in the near future.

To satisfy fully the criterion of critical thinking, the curriculum would have to contain a number of instances in which the skills of critical thinking were applied directly to situations involving judgments of people, and minority groups, in particular. This is rarely the case.

Critical thinking skills and their development are emphasized (in some cases, strongly) in all Programs of Studies in language arts and in elementary and senior high art, and in senior high drama. A major emphasis in the senior high language arts program is on the development of critical thinking skills which include ability to deal with persuasive and propaganda techniques and faulty reasoning. The critical thinking in these programs tends to be on the skill in general rather than in dimensions specific to age, race, sex, religion or handicap.

Teaching students how to approach issues through a systematic decision making model is an integral part of the new elementary health program. Pupils are taught to reflect on the consequences of their choices not only for themselves but for others. In the Personal Living Skills program for high schools, students are expected to consider the perspectives of other age groups in their decision making.

Social studies in Alberta is characterized by its dual emphases on critical thinking and sensitivity to community values. The "process of social inquiry" is a generalized approach to the critical analysis of social issues. The emphases on "competing values", "tests of moral reasoning", "decision making" and "reflection before action" illustrate ways through which critical thinking is fostered at all grade levels.

All science curriculum guides address the importance of critical thinking in a general way. The Physics Curriculum Guide illustrates the cultural influence in scientific thinking, as well as the limits and value of critical thinking. Mathematics has also proven to be an appropriate subject through which to develop the ability to think critically, i.e., problem solving. Each of the curriculum documents contain explicit statements which describe the nature of problem solving with specific reference to appropriate subject matter concepts, skills or activities (strategies).

A major component of most programs in the Practical Arts is the development of critical thinking and its practical applications. There is just such an element in the Business Education Programs of Study, which states one of its objectives as being the development of thinking strategies and problem solving abilities of the students. Another example is in the Food Studies Curriculum Guide which has an objective of acquiring "knowledge and skills for informed decision making".

From the foregoing, it should be clear that developing the critical thinking faculties of children is a major goal of the curriculum. Pupils are expected to apply these skills in a wide array of problem solving and decision making situations. Even though many of the problems involve mainly objective data, few are free of the need to apply values and moral reasoning.

Of the six criteria, the final one dealing with critical thinking is the requirement which is best fulfilled by the Alberta curriculum.

## SUMMARY

None of the documents which were reviewed could be rated as "perfect". All suffered from minor flaws, usually in the form of male-dominant language or a tendency to stereotyping male/female roles, and, more seriously, the omission of references to members of certain minority groups, particularly the aged and the handicapped.

Of the 83 subjects prescribed in the Programs of Studies and associated curriculum guides, 78 were found to be acceptable, three guides were problematic and two unacceptable.

## Problematic Courses

Religious Studies, Political Science and Marketing were rating as "problematic"[1]. The first mentioned was criticized for its restriction of "great" religions to those practiced in the developed countries. A tendency for oversimplification and overgeneralization with respect to particular beliefs was noted. The guide fails to exploit numerous opportunities with respect to the treatment of the sexes, the aged and the handicapped.

Political Science was also judged to be narrow in its outlook. There is a pronounced bias toward representative democracy and little evidence of the acknowledgement of the existence of non-Western political thought. Again there are no references to various age groups, to the sexes or to the handicapped.

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[1] A problematic rating is given when a document meets most of the criteria of adequacy but suffers from one or more significant faults. It then requires revision or instructions for teachers.

Marketing 10-20-30 received a "problematic" rating because these courses concentrate their attention on a standard consumer group. Marketing strategies which could be utilized with various minority groups have been neglected.

## Unacceptable Courses

Two subject guides, for Philosophy and Secondary Physical Education, were assigned an "unacceptable"[2] rating.

Philosophy. The goals of this subject are quite consistent with the promotion of tolerance and understanding. However, because of its strong orientation to classical Western philosophical thinking, other major philosophies are effectively excluded. Two other significant defects were reported: the repeated references to "man" without ascribing equal status to women; and the omission of religion as an aspect of philosophy.

Secondary Physical Education. The serious deficiencies noted in this document include: a generally patronizing approach to females and athletic activities, and the total dedication of the program to "normal" children.

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[2] An unacceptable rating is given when a document has major faults too serious to warrant further use in its present form. It then requires extensive rewriting or replacement.

## Support Documents

Listed in Appendix D are 17 monographs/manuals and 19 Social Studies Teaching Units. These were produced by Alberta Education to assist teachers in the implementation of certain courses. The majority of these documents, 23 of 36 to be exact, were developed in one subject area, social studies. These figures are indicative both of the difficulty teachers faced in teaching this course, and also of the tremendous efforts made by the department to assist them.

Support documents have a much narrower focus than do curriculum guides. Usually, these publications have been produced to meet a single specific need, e.g., Viewing in the Secondary Language Arts. Monographs and manuals concentrate on methodology or instructional activities, as a rule. Only infrequently do these documents expand on the content which has been described in the Program of Studies and in curriculum guides.

Because of the dissimilarity between the Program of Studies on the one hand and support documents on the other, it was felt inappropriate to report on the latter group of documents in the same manner as for the former. Instead the results of the review of support documents will be made without reference to the six criteria. Again, only exceptions will be discussed.

### Monographs and Manuals

In general, there is little in these documents that could offend nor is there much to recommend. They are basically neutral in terms of promoting tolerance and understanding of minority groups and individuals. To attempt to "correct" this shortcoming would be to distort the purpose or intent of the publications. There are better ways of accomplishing the goal of furthering tolerance and understanding without risking the destruction of the credibility of these valuable support materials with teachers.

Three publications stand apart from the remaining fourteen. These are the Annotated List of Novels for secondary language arts, the elective time unit in grade 5 social studies "Should Individual Differences Influence The Way People Treat Each Other?" and the Teacher-Student Activities in Economics materials, also used in social studies, grades 1-12.

The Annotated List of Novels was cited earlier for its attempts to alert teachers to instances of obvious bias in novels studied in senior high language arts. To enable teachers to present a balanced perspective for students, additional sources are suggested for reference.

The elective time unit, "Should Individual Differences Influence The Way People Treat Each Other?" was developed in Calgary by the Society for the Prevention and Elimination of Discrimination and Stereotyping (S.P.E.D.S.). The Curriculum Branch's role regarding this unit was to finance the publication of the document. The reviewers of the S.P.E.D.S. materials were unstinting in their praise. The unit could easily be used as a model for the development of similar materials dealing with other minorities, i.e., aged, race/colour and sex.

Reviewers of Teacher-Student Activities in Economics for Grades 1-12 rated these materials as acceptable. Positive comments included:

Division II - portrays the roles of men and women equally;

Division III - encourages critical thinking;

Division IV - deals with economics in a non-judgmental way. The material encourages the critical analyses of economic problems.

Two additional items are worthy of mention.

Teaching the Elective Portion of the Social Studies Program encourages students to think critically about a variety of sensitive issues and to recognize that differing viewpoints result from differing value positions. Students are to explore their own background and role in society. In addition, many ethnic and cultural groups are suggested for study and students are encouraged to form their own generalizations using the inquiry process. These activities promote tolerance and understanding.

The Handbook for Unit Planners indicates the need for tolerance and understanding by suggesting the need for plurality of viewpoints in approaching cultural diversity. It is an excellent resource to help structure courses and includes many good samples. However, it should be updated to be consistent with the 1981 curriculum.

In summary, all monographs and manuals were found to be acceptable.

### Social Studies Teaching Units

Nineteen teaching units were developed to accompany the 1978 Social Studies program and the 1981 revision. The nineteen, listed in Appendix D, represent approximately half of the 34 units which constitute social studies, grades 1-12.

Of all the curricula which make up the Program of Studies, none sets out as deliberately as social studies does to promote tolerance and understanding. The essence of the social enquiry model is to develop and apply the skills of critical thinking to the study of a social problem or issue, and thereby to achieve a comprehensive understanding of all sides of that problem or issue.

While there are occasional lapses in the use of language, and significant omissions of certain minorities from both illustrations and text, on the whole, the reviewers found the teaching units to be well written and to possess the potential to make a valuable contribution to the furtherance of tolerance and understanding. Nonetheless, four of the nineteen units were rated as "problematic".

## Problematic Teaching Units

Teaching units placed in the "problematic" category were:

Unit 2C - Should Some Services Be Provided In All Communities?

Unit 5B - Should Canada's Regions Share Their Natural Resources?

Unit 8B - How Should We Relate To Our Legal System?

Unit 9B - Should Governments Restrict Personal Freedoms in the Interest of The State?

Unit 2C was criticized because the historical case study of an Indian tribe could reinforce the stereotype that Native people still live in the manner described, or that Natives as a group or the particular tribe no longer exist. In a second case study, the value question invites children to make a negative comparison between their homes and the dwellings of the cultural group being studied.

Unit 5B drew criticism because the accompanying text was dominated by males and because of the absence of references to the handicapped. More serious concerns arose from the coverage of traditional European settlers only, and the oversimplified references to Native people. The reviewers also pointed out that students should be encouraged to investigate the impact of industries on all people and not just the so-called "normal" ones.

Unit 8B was rated as "problematic" because of a serious oversight, minorities are almost totally omitted from the unit. While "juveniles and the law" is well handled, ethnic, religious, female and handicapped groups are not mentioned.

Unit 9B was judged to have "the potential to be problematic because individual freedom does not receive enough emphasis when compared to government control (interest of the state, e.g., U.S.S.R.). The glorification of the achievements of the state (U.S.S.R.) is not counterbalanced with human cost, i.e., loss of life due to starvation/famine, replacing the church with the state. The unit could make more comparisons to the Canadian way rather than the U.S.A. The unit does acknowledge bias and stereotyping, in notes to the teacher.

To summarize, nineteen of the 23 Social Studies Teachings Units were rated as "acceptable", while the remaining four were found to be "problematic".

## Recommendations

Terms of reference for those conducting the curriculum review were listed earlier. They are repeated to remind the reader of the framework from which this report's recommendations are derived. Three specific activities were included in the Honourable David King's June 27 directive. Alberta Education was to:

1. determine the adequacy of the ways in which tolerance, understanding, and respect for minority groups and individuals are addressed and fostered;
2. identify specific areas where changes are required;
3. recommend appropriate follow-up action to be taken.

The adequacy of Alberta's Programs of Studies, curriculum guides and other support documents has been assessed, using the six criteria developed for this purpose. With 78 of 83 curriculum documents rated "acceptable", one might conclude that Alberta Education has not done a bad job, overall, in promoting tolerance and understanding of minority groups. Similarly, when the findings from the review of support documents are examined, only 4 of 36 were rated less than acceptable. On the face of it, this is a fairly satisfactory performance, considering that the need to foster tolerance, understanding and respect for minority groups and individuals has only recently been made explicit.

The recommendations for follow-up action have been divided into two categories: short-term and long-term. As desirable as it may be to remedy deficiencies immediately, the changes required might involve the republication of dozens of documents. This cannot be accomplished overnight, nor is such drastic action essential when other simpler solutions may temporarily suffice.

## Recommendations in the Short-Term

### Recommendation #1 - Goals of Education

The Goals of Education and Schooling and Developing Desirable Personal Characteristics statements should be revised to include specific references to the fostering of tolerance, understanding and respect for minority groups and individuals.

Rationale. Not only are there serious questions regarding the definitions of terms, but, as Frank Crowther has pointed out, it seems unreasonable to expect curriculum guides to attempt the accomplishment of this objective when there is no mention of minority groups in either of the crucial source documents.

Since the Minister of Education has already asked the Curriculum Policies Committee to review the Goals of Education and Schooling with precisely this purpose in mind, this recommendation may be partially redundant.

## Recommendation #1a - Tolerance For All versus Tolerance For Minorities

It is further recommended that the relative merits of including a general educational goal dealing with the fostering of tolerance, understanding and respect for others be weighed against the specific educational objective of fostering the same attitudes toward minority groups and individuals.

Rátionale. There is a risk associated with any attempt to limit the advocacy of tolerance, understanding and respect to "minorities". Not only does a problem of definition arise, but the concept of affirmative action itself, no matter how well meant, could easily turn out to be counterproductive. Acceptance of all persons as worthy and as equals might be a more defensible principle.

## Recommendation #2 - Curriculum Revision

It is recommended that the five courses judged to be "problematic" or "unacceptable" and the four Social Studies Teaching Units rated as "problematic" be revised to correct the faults which have been identified.

Rationale. In the opinion of the various reviewers, these guides and units either suffer from significant faults or possess major fault too serious to warrant further usage in their present form. That indictment alone should be sufficient to convene ad hoc committees to remedy the situation.

In defense of Alberta Education, it should be noted that the four offending curricula are all older (1966-1976) courses. Furthermore, the senior physical education program is already undergoing revision. The three social science curricula are also being considered for revision, with action awaiting the completion of the secondary education review. A delay of three or four years in curriculum revision is thus possible.

### Recommendation #2a - Tolerance and Understanding Supplement

In view of the probability of delay, it is recommended that a "Tolerance and Understanding" supplement to the curriculum guide be prepared by Alberta Education for each of the social science courses rated as "problematic". The supplement is required as an interim measure to provide assistance for teachers in correcting the identified deficiencies.

### Recommendation #3 - Revision of Certain "Acceptable" Courses

It is recommended that special curriculum supplements be prepared for biology and elementary physical education to correct defects which were noted during the review. In biology, the guidelines for the Handling of Sensitive Issues should be expanded to cover issues relating to age, sex, race/ethnicity and the handicapped.

In physical education, an immediate start should be made on the development of an alternative program of activities for the physically handicapped.

Rationale. Although both of these programs were rated as "acceptable", the deficiencies recorded by reviewers are too important to defer action leading to reform. Physical fitness is just as important for physically handicapped children as it is for others. Provision must be made in the curriculum to satisfy this need, subject to the limitation of facilities and a concern for proper conditions of safety.

### Recommendation #4 - Developing New Curricula

It is recommended that the six "tolerance and understanding" criteria, developed especially for this review, now be employed in the development of future courses. The criteria should also be brought to the attention of any committees which are currently engaged in curriculum development.

Rationale. The six criteria constitute an additional set of standards for curriculum builders. With proper attention being paid by developers to these criteria, the likelihood of producing documents which address and foster tolerance, understanding and respect for minority groups and individuals will sharply increase.

### Recommendation #5 - A Tolerance and Understanding Monograph

It is recommended that Alberta Education proceed as soon as possible with the preparation, and wide distribution, of a monograph designed to assist teachers to nurture tolerance and understanding in the classroom. Such a guide should not be subject or grade specific but should attend to procedures teachers can take in any classroom to ensure that they are promoting tolerance and understanding of individuals and minority groups.

Rationale. The goal of greater tolerance and understanding can be only partially accomplished through curriculum. Of equal or greater importance are how a teacher relates to children and what the teacher does with the curriculum in the classroom. Since some years will pass before all curriculum documents are modified to meet the criteria, it is imperative that teachers be made aware of promising strategies they could incorporate into their classroom operations.

## Recommendation #6 - Curricula for the Physically Handicapped

It is recommended that an immediate start be made on developing a monograph for modifying the curriculum for physically handicapped.

Rationale. Many physically handicapped who have been integrated into regular classrooms are systematically excluded from certain courses or from substantial portions of those courses. Being "different" should not always lead to automatic exclusion from potentially fulfilling or satisfying experiences.

The whole area of the handicapped in regular programs has been virtually ignored in provincial curricula. Present documents could serve as a basis for planning by teachers who have handicapped students in their classes. While the monograph can contain general principles for teaching students who are handicapped, specific information should also be provided for activities in particular subjects, except for physical education. The monograph should address issues such as safety, implications of class size, modifications to equipment, and alternate equipment, supervision, possible restriction on the use of specific tools and machines and processes that could be hazardous.

The recommendation could be carried out by the Curriculum Branch in cooperation with Special Education Consultants by bringing together a committee of teachers selected from those teaching handicapped students.

## Recommendations for the Long-Term

### Recommendation #7 - Writing Curriculum

It is recommended that Alberta Education modify current practices and procedures for the production of curriculum documents to ensure that all Program of Studies statements and curriculum guides include:

1. a goal which promotes tolerance and understanding;
2. instructions for teachers to enable them to deal with tolerance and understanding in a positive manner;
3. where applicable, the use of gender non-specific terminology;
4. illustrations and photographs depicting males and females in a variety of roles, traditional and non-traditional, and showing people from various ethnic, age and handicap groups.

Furthermore, before release all new documents should be evaluated using the "Tolerance and Understanding" criteria.

Rationale. If future curriculum documents are to embody the desirable features recommended by the auditors, the procedures which will lead to these results must be incorporated into the system of document production.

Committee members should also be trained in the use of the new procedures, using a set of guidelines written for this purpose.

### Recommendation #8 - Document Reprinting

It is recommended that as current stocks of curriculum publications are exhausted an attempt be made through editing to eliminate male-oriented language and to substitute more suitable pictures, in line with the suggestions in Recommendation #7.

Rationale. Over time, through this procedure, a substantial number of minor irritants can be removed from various documents without undertaking a major and expensive overhaul. The individual document reports should serve as invaluable sources of advice in this task.

Recommendation #9 - Social Studies Perspective and Diploma Requirements

It is recommended that in the forthcoming Secondary Education Review particular attention be given to the study of two social studies issues:

1. the rational/scientific approach to this curriculum; and
2. provincial diploma requirements for this subject.

Rationale. 1. The 1981 Social Studies curriculum has been criticized by some authorities on grounds that it excludes certain modes of learning, particularly those associated with religious revelation. Whether these concerns are fair, given the mandate of public schools, is a significant question. This problem is more widely based than in social studies. In fact, it begins to resemble a classic dilemma for Alberta Education, with its goal of developing the skills of critical thinking in all students on the one hand, and the demand by certain community groups for teaching students "the correct answers" to social issues, on the other.

As curriculum writers strive for the presentation of a balanced view, there is a danger that the curriculum will appear overly sympathetic to non-Western ideologies, institutions and values.

2. The Social Studies curriculum is compulsory only to the end of grade ten. Social Studies 20 and Social Studies 30 are completed by approximately 50% of the provincial high school enrolment. These courses, with their detailed treatment of issues in Western European history and

twentieth century world history, could be regarded as critical to the education of an enlightened, tolerant citizenry. Their present optional status is therefore viewed by many as a matter of serious educational concern.

## Concluding Statement

In summary, examples of instances in Programs of Studies, curriculum guides and other documents in which misunderstanding or intolerance are present or fostered are rare. Only two kinds of examples are present in some documents and neither kind is significant. Pronominal references (he, his) and photographs which are not broadly representative of the many racial groups in our society are the only explicit indications of the lack of understanding or tolerance.

References to the specific areas of age, race, religion, sex and handicap are rare. In terms of the age category, all curriculum documents are designed to be used with specific age groups of students and, therefore, they tend to concentrate on that group. No negative references regarding age have been identified. For the most part, the religion category is referred to in very few instances. Religion is not a significant matter that is dealt with in most courses nor should it be. References to race occur in a number of documents in relation to understanding one's own and others' cultures. In all cases, such references are positive ones. With few exceptions, curriculum documents attempt to treat males and females as equals.

However, it is in this sex category where most of the explicit instances can be found which may be considered to show intolerance. Specifically, the references to "man" in the generic form and to the male pronominal words create potential problems. The category of handicapped is never mentioned and as a result becomes a sin of omission.

In terms of nurturing tolerance and understanding, positive and determined development of critical thinking in Alberta Education curriculum documents is an important feature of these materials. Many aspects of critical thinking, such as evaluating others' views, withholding judgments, differentiating fact and opinion, analyzing propaganda, advertising techniques and other manipulative devices are significant dimensions of programs. However, except in the social studies and in one or two other courses, the direct focus of the skills of critical thinking is not on minority groups and individuals. There is a heavy dependence on the operation of the principle of transfer of learning.

Finally, few of the curriculum documents were designed to promote tolerance. It was not an objective to be attained in most courses when they were being developed. Therefore, the absence of attention to the criteria being used in this audit is unfortunate but not surprising. Future documents will attend to these criteria. Under the circumstances, it is perhaps remarkable that such a large number of documents, 110 out of 119, were rated by their reviewers as "acceptable".

# APPENDIX A

# TOLERANCE AND UNDERSTANDING

# CRITERIA FOR MAKING JUDGEMENTS

## TOLERANCE AND UNDERSTANDING

## CRITERIA FOR MAKING JUDGEMENTS

1. Where judgements of others are to be made, do the programs and supporting materials promote fair assessments, avoiding unfair or inaccurate judgements based on alleged general characteristics relating to racial or ethnic origin, religious affiliation, age, sex or handicap?

2. Do the programs and supporting materials help to nurture a positive self-image in all students by taking an essentially positive approach to human similarities and differences arising from racial or ethnic origin, religious affiliation, age, sex or handicap?

3. Do the programs and supporting materials contain either implicit or explicit generalizations relating to racial or ethnic origin, religious affiliation, age, sex or handicap that may tend to promote unfair or inaccurate judgements of individuals or groups?

4. Do the programs and supporting materials convey that excellence in human endeavour may be found in different ways in all human groups?

5. Do the programs and supporting materials, by omission, fail to take advantage of content or techniques that could assist the teacher in dealing positively with tolerance and understanding?

6. Do the programs and supporting materials implicitly and explicitly convey the nature and value of critical thinking in constructing our everyday interpretations of the world and the people within it?

# APPENDIX B

# CURRICULUM AUDIT - FOCUS STATEMENTS

## CURRICULUM AUDIT - FOCUS STATEMENTS

### I. AGE

The materials:

a) present older persons, both males and females, in a range of vocational and avocational pursuits;

b) present the achievements of persons as based on factors in addition to age (i.e. competency, skill, knowledge, etc.);

c) contain references to, or illustrations of, persons in a broad range of ages (approximately evenly in both number and importance) except as limited by accuracy or special purpose;

d) present through illustrations or suggestion that health, activity and skill are attributes of all age groups;

e) present middle-aged and older persons in ways that persons of this age group would probably approve.

### II. RACE/ETHNICITY

a) Portrayals of Canadian lifestyles, institutions and society reflect the racial and ethnic diversity of Canada.

b) Portrayals of racial and ethnic minority groups in contemporary Canadian society reflect current social science knowledge (as opposed to negative myths, stereotypes, patronizing overtones, etc.).

c) Representations of racial and ethnic minority groups in literature, art, history, etc. point out the norms and context of the time period being studied.

d) Portrayals of racial and ethnic minority groups reflect the positive, creative participation in Canadian cultural life (e.g., economics, arts, politics, community life).

## III. RELIGION

a) Presents the elements of religious belief and practice (such as spiritualism, belief, creation, worship, deity) in sensitive and respectful ways.

b) Presents the religious beliefs of minority groups (such as fundamentalist views of creation) in sensitive and respectful ways.

c) Presents the religious practices of minority groups (such as non-Christian worship and celebrations) in sensitive and respectful ways.

## IV. SEX

a) The contributions of both men and women to society are recognized.

b) The portrayal of men and women in writing or in illustrations accurately reflects the society being studied at a given point in time.

c) The writing style acknowledges both sexes without resorting to cumbersome conventions such as his/her.

d) Decisions made by men and women relative to career choices, roles, etc. are represented as they would be in contemporary society.

## V. INDIVIDUAL DIFFERENCES (HANDICAPPED)

a) Individuals with handicaps are depicted as "different" (less worthy), through an over-emphasis on their individual differences, or through demeaning or patronizing descriptions or through labels.

b) Persons with handicaps are shown in a variety of professional or executive roles, vocations, trades, or other gainful occupations as well as being recipients of social services.

c) Those with handicaps are authentically portrayed within the setting and period of history presented.

d) The material assists students to recognize the basic similarities and worth among all members of the human race, and the uniqueness of every individual, including those with "differences".

# APPENDIX C

# AUDIT REPORTING FORM

### CURRICULUM AUDIT REPORTING FORM

(to be used with "Proposed criteria for the review of program and supporting materials with respect to tolerance and understanding")

**TITLE:** ______________________

___Print ___Non-Print

__Curriculum document
__Prescribed resource
__Recommended resource
__Supplementary resource

**GRADE(s):** ______________________

**SUBJECT:** ______________________ **REVIEWER:** ______________________ **REVIEWER:** ______________________ **DATE REVIEWED:** ______________________

| CHARACTERISTICS CRITERIA | AGE | RACE/COLOUR | RELIGION | SEX | HANDICAPPED | OTHER CONSIDERATIONS | SUMMARIZING COMMENTS |
|---|---|---|---|---|---|---|---|
| 1. AVOIDS UNFAIR JUDGMENTS | | | | | | | |
| 2. NURTURES A POSITIVE SELF-IMAGE | | | | | | | |
| 3. CONTAINS GENERALIZATIONS THAT PROMOTE UNFAIR OR INACCURATE JUDGMENTS OF INDIVIDUALS OR GROUPS | | | | | | | |
| 4. CONVEYS THAT EXCELLENCE IN HUMAN ENDEAVOUR CAN BE FOUND IN ALL HUMAN GROUPS | | | | | | | |
| 5. DOES IT FAIL BY OMISSION TO ASSIST TEACHER TO DEAL POSITIVELY WITH TOLERANCE AND UNDERSTANDING | | | | | | | |
| 6. CONVEYS NATURE AND VALUE OF CRITICAL THINKING | | | | | | | |

DOCUMENT/RESOURCE TITLE ______________________

**SUMMARY** (Evaluative comments and examples of the treatment of tolerance and understanding in this resource)

RATING (check one)

1. Acceptable ___
2. Problematic ___
3. Unacceptable ___

Recommendations for Action:

1. Acceptable - meets all or almost all criteria at an acceptable level. Faults are few or minor.
2. Problematic - meets most of the criteria of adequacy but suffers from one or more significant faults. Requires revision or instructions for teachers.
3. Unacceptable - has major faults too serious to warrant further use in its present form. Requires extensive rewriting or replacement.

# APPENDIX D

## CURRICULUM DOCUMENTS

## PUBLISHED BY THE CURRICULUM BRANCH

# APPENDIX D

## Curriculum Documents published by the Curriculum Branch

## 1. Curriculum Guides

### 1.1 Elementary

Art (1969)
Computer Literacy (1983)
Health (1983)
Language Arts (1982)
Mathematics (1982)
Music (1977)
Physical Education (1982)
Science (1983)
Social Studies (1981)

### 1.2 Junior High

Art (1971)
Drama (1971)
Guidance (1968)
Health (1964)
Home Economics (1972)
Industrial Education (1976)
Language Arts (1982)
Mathematics (1978)
Music (1971)
Physical Education (1966)
Science (1978)
Social Studies (1981)
Typewriting (1973)

### 1.3 Senior High

**Fine Arts**
Art (1969)
Drama (1971)
Music (1971)

**Health** and Personal
Development (C. 1956)

**Language Arts** (all courses)
(1982)
Reading 10 (1969)

**Mathematics**
10-20-30 (1983)
13-23-33 (1983)
15-25 (1982)
31 (2) (1975)

**Physical Education** (1966)

**Science**
Science 11 (1971)
Biology (1983)
Chemistry (1977)
Physics (1977)

**Practical Arts**

**Business Education**
Accounting (1983)
Basic Business (1983)
Business Education (1983)
Computer Processing (1983)
Law (1983)
Marketing (1983)
Office Procedures (1983)
Shorthand (1983)
Typewriting (1983)

**Home Economics**
Clothing and Textiles (1982)
Food Studies (1982)
Modern Living (1972)
Personal Living Skills (1982)

**Industrial Education**
Agriculture (1982)
Auto Body (1982)
Automotives (1982)
Beauty Culture (1982)
Building Construction (1982)
Drafting (1982)
Driver Education (1982)
Electricity (1982)
Electronics (1982)
Food Preparation (1982)

cont'd.

### Social Sciences

Anthropology (1976)
Economics (1977)
Geography (1975)
History (1976)
Philosophy (1976)
Political Science (1976)
Psychology (1975)
Religious Studies (1975)
Sociology (1975)

### Practical Arts

#### Industrial Education (cont'd.)

Graphic Arts (1982)
Health Services (1982)
Horticulture (1982)
Industrial Education
  Electricity )
  Materials ) (1982)
  Power )
  Visual Communications)
Machine Shop (1982)
Occupations (1963)
Piping (1982)
Production Science (1982)
Related Mechanics (1982)
Visual Communications (1982)
Welding (1982)

## 2. Support Documents

### 2.1 Monographs/Manuals

Annotated List of Novels (1983)
Elementary Health Teacher's Resource Manual (1983)
Environmental Education Catalogue of Resources for Grades I to XII (1983)
Environmental Education Manual for Grades I to XII (1983)
Guidelines for the Uses of Calculators (1981)
Handbook for Unit Planners (social studies), Grades 1-12 (1979)
Industrial Education Manual (1983)
Integrated Practical Activities (1980)
Implementing Computer Literacy Programs (1983)
Problem Solving (1983)
Relating the Books for Young Readers to the Social Studies Curriculum, Grades 4, 5, 6 (1981)
Secondary Reading Handbook (1969)
SPEDS: Should Individual Differences Influence the Way People Treat Each Other? Grades 4, 5, 6 (1981)
Teaching the Elective Portion of the Social Studies Program, Grades 1-12 (1981)
Teacher-Student Activities in Economics (Alberta Foundation for Economic Education) (1981)
  Division 1, grades 1, 2, 3
  Division 2, grades 4, 5, 6
  Division 3, grades 7, 8, 9
  Division 4, grades 10, 11, 12
Viewing in Secondary Language Arts (1982)
Work Experience (1983)

## 2.2 Social Studies Teaching Units

Grade 1 Topic A - Should I Be Like Others? (1979)
Grade 1 Topic B - Should All Family Members Be Treated Alike? (1982)
Grade 2 Topic A - What Rules Should We Have In Our Community? (1982)
Grade 2 Topic C - Should Some Services Be Provided in all Communities? (1979)
Grade 3 Topic B - Should We Work Alone or Together? (1979)
Grade 4 Topic A - How Should Albertans Use Their Natural Resources? (1979)
Grade 5 Topic B - Should Canada's Regions Share Their Natural Resources?(1979)
Grade 5 Topic C - Should Canadians Try To Be Similar To or Different From Americans? (1982)
Grade 6 Topic A - How Should People Meet Their Basic Needs? (1979)
Grade 6 Topic B - Should the People of China and Canada Solve Their Problems in Similar Ways? (1982)
Grade 7 Topic B - Through Whose Eyes Should We View the Aborigine? (1982)
Grade 8 Topic B - How Should We Relate to Our Legal System? (1979)
Grade 8 Topic C - Should a Competitive Culture Be Able to Force Another to Change? (1982)
Grade 9 Topic A - Should We Limit Industrial Growth? (1979)
Grade 9 Topic B - Should Governments Restrict Personal Freedoms in the Interest of the State? (1982)
Grade 9 Topic C - Has Technological Change in Canadian Industry Been a Boon or a Disaster? A Case Study of Fishing. (1982)
Grade 10 Topic B - Should Canadians Discourage Quebece Independence? (1979)
Grade 11 Topic A - Should the Lessons of History Be Used to Chart Our Future? (1979)
Grade 12 Topic B - Should We Encourage the Development of World Government? (1979)

# APPENDIX E

## RELATING COMMUNICATION AND CRITICAL THINKING SKILLS TO THE FOUR CORE ACADEMIC CURRICULA

## RELATING COMMUNICATION AND CRITICAL THINKING SKILLS TO THE FOUR CORE ACADEMIC CURRICULA

| Categories of Skills | Mathematics (Problem-solving) | Science (Scientific Inquiry) | Social Studies (Social Inquiry and Participation Skills) | Language Arts |
|---|---|---|---|---|
| **Receiving Skills** | Communicating - receiving of mathematical data | Observing - obtaining information using the five senses | Interpret ideas and feelings of self and others (Participation Skills) | Listening and viewing<br>Reading and viewing |
| **Thinking Skills** | 1. Understand the problems<br>2. Develop a plan for attacking the problem<br>3. Carry out devised plan<br>4. Verify (looking back) | 1. Initiation - identifying and defining problem; hypothesizing; designing collection data<br>2. Collection of data<br>3. Processing Data - classifying; measuring; interpreting<br>4. Conceptual of Data - developing a "mental model"; predicting; controlling variables<br>5. Openendness - experimenting; applying knowledge; seeking further evidence; identifying new problems for investigation | 1. Identify and focus on the issue<br>2. Formulate research questions<br>3. Gather and organize data<br>4. Analyze and evaluate data<br>5. Synthesize data<br>6. Resolve the issue<br>7. Apply the decision<br>8. Evaluate the decision, the process and the action; begin inquiry anew | Recognize and identify; recall; understand<br>Select appropriate materials; locate information; interpret information<br>Analyze communication; infer relationships<br>Make generalizations; synthesize<br>Draw conclusions; predict outcomes<br>Evaluate; form judgments |
| **Expressing Skills** | Communicating - expressing results | Communicating - describing objects, situations or events | Communicate effectively (Participation Skills) | Speaking<br>Writing |

Other subject disciplines are not included in this chart because they are under revision and review.

# ALBERTA EDUCATION CURRICULUM REVIEW

## PART 2

## LEARNING RESOURCES OF THE CURRICULUM BRANCH

by G. H. Bevan
Director of Curriculum
September, 1984

# ACKNOWLEDGEMENTS

Many people have contributed to the preparation of this report. Members of ad hoc committees and coordinating committees, consultants in the regional offices, learning resource officers and others undertook the basic work of reviewing and evaluating learning resources. Subsequently, associate directors Laura Mann, Scotty Day, Garry Popowich, Ralph Sabey and Merv Thornton performed the major task of summarizing results for their respective portfolios.

In compiling this Curriculum Branch consolidation, a very heavy reliance was placed on the insightful remarks contained in the portfolio reports. In many instances, too numerous to single them out individually, these comments were included verbatim.

The writer takes full responsibility for the accuracy of interpretations placed on the findings of this review and also for the validity of the recommendations.

Finally, without the patience and skill of the secretarial team of Chris Budynski, Lois Robertson and Dee Kelly, the report would not have appeared at all.

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## Introduction

The curriculum review announced by Education Minister David King was to be extremely comprehensive, encompassing all documents and learning resources approved for use in Alberta schools. The task was divided into two parts: Alberta Education publications; and approved learning resources. Part I of the review was completed in January. This document is the consummation of the efforts of many individuals in completing the second part.

Because of the antecedents to the second audit stage were identical to those of the first stage, they are not repeated, except where necessary to refresh one's memory. For the full details of the background to the audit, the reader is referred to the earlier report, Alberta Education Curriculum Review - Part I: Publications of the Curriculum Branch.

## Alberta Education Learning Resources

According to the terms of reference of the review, in addition to its various publications, Alberta Education was to review "... textbooks and other learning resources approved for use in Alberta schools ...". The crucial word in this quotation is the word "approved" which must be examined as it applies to Alberta Education learning resources.

The word "approved" is being used in a very general sense to mean "selected" or "identified" for listing in appropriate publications of the Department. There is no official category of resource by that name. Instead, three classes of learning resources are defined and used:

Prescribed - those print and non-print learning resources which may be prescribed by the Minister of Education as being most important for meeting the majority of goals of a curriculum.

Recommended - those print and non-print learning resources which may be recommended by Alberta Education (Curriculum and Language Services Branches) because they make an important contribution to the attainment of one or more of the major goals of a curriculum.

Supplementary - those additional print and non-print learning resources which may be selected or produced to support a curriculum, by reinforcing or enriching the learning experience.

What the above definitions do not make clear is that school boards and their professional staffs are not compelled to use "approved" learning resources. They may, under Section 11 (2) (a) of the School Act, add to or substitute for the instructional materials "approved" by Alberta Education. Hence, Alberta Education approval does not carry with it a mandatory usage requirement. This fact is of critical importance in assessing the influence of approved textbooks and other learning resources in promoting tolerance and understanding of minority groups and individuals.

## The Audit Process

The audit procedure followed in Part II of the audit was virtually the same as for Part I. Reviewers who had been trained to carry out Part I of the audit were also involved in the second phase. Reviewers were teachers, members of curriculum committees, learning resource officers, and regional office consultants.

An important difference in procedure between the two stages of the review was the number of auditors evaluating a given resource. Whereas each document in the first group was examined by at least two raters, this procedure was not followed in Part II except in the cases of health and physical education. Because of the huge volume of resources, 2155 in all, and because of time constraints, only one judge rated each resource in the remaining subjects.

To offset partially the loss of reliability occasioned by using only one reviewer, a validation procedure was introduced, in addition to the one in use in the first phase. This time, all resources rated "unacceptable" or "problematic" were independently audited. If the assessment was not confirmed, a third auditor was employed to serve as referee or arbitrator.

In a further attempt to enhance reliability, a random 5% sample of all resources rated "acceptable" was subjected to a second, independent audit. Again, where agreement was not achieved the services of a third reviewer were engaged. The outcomes of this validation procedure will be reported in the results section of this report.

## Summary of Instructional Materials Reviewed

The phrase used in the School Act to describe "textbooks and other learning resources" is *Instructional Materials*. This is an all-inclusive term covering both print materials such as texts and non-print materials such as posters, slides, film strips and even computer courseware. Sometimes a resource may be packaged as a kit and may include both print and non-print materials. Where multi-media materials were encountered, all the parts of the kit were included in the review.

To obtain an authoritative listing of all instructional materials approved by Alberta Education for use in schools, three sources must be investigated: the most recent curriculum guide in each subject; learning resource manuals and the Curriculum Branch's newsletter Current Curriculum. Each portfolio manager was responsible for compiling an up-to-date and complete list of resources to be examined. A grand total of 2155 individual items came under the scrutiny of reviewers.

Two points need to be made regarding the apparently very large number of resources in use in Alberta schools. In the first place, it is the policy of the department to authorize several resources, where possible, for each course so that teachers and school systems may have a degree of selection autonomy. That means that students in most schools might encounter approximately one-third of the resources listed at their level of schooling.

Secondly, in the core, academic courses, particularly in grades 1-6, for every student text listed the teacher's guide for that text is also listed or approved. This duplication factor seriously inflates the size of list of approved titles.

The total of 2155 audited materials for all subjects was derived as follows:

| | |
|---|---|
| prescribed resources | 728 |
| recommended resources | 1351 |
| supplementary resources | 76 |

The 76 supplementary resources which were audited constitute only a small fraction of those listed. Time constraints prevented an audit from being carried out on the remainder. Forty-two books produced during the Alberta Heritage Fund Learning Resources Project were added to the audit and are included in the total of 76.

On a subject-by-subject basis total resources reviewed were:

| | |
|---|---|
| Fine Arts | 72 |
| Health | 71 |
| Language Arts | 614 |
| Mathematics | 173 |
| Physical Education | 64 |
| Industrial Education | 122 |
| Business Education | 155 |
| Home Economics | 22 |
| Science | 427 |
| Computer Literacy | 14 |
| Social Studies | 328 |
| Social Sciences | 51 |
| Heritage Project | 42 |
| TOTAL | 2155 |

A complete analysis of audited materials on a school level, subject and resource category basis is reported in Table 1. A listing of all the items examined in each subject area can be found in Appendix A.

## CURRICULUM AUDIT - LEARNING RESOURCES

### Table 1

| Subject | | Prescribed | Recommended | Supplementary (Other) | Total |
|---|---|---|---|---|---|
| Fine Arts | Elementary | 19 | 37 | | 56 |
| | Junior High | 6 | 7 | | 13 |
| | Senior High | | 3 | | 3 |
| Total | | 25 | 47 | | 72 |
| Health | Elementary | 12 | 47 | | 59 |
| | Secondary (includes PLS)* | | 12 | | 12 |
| Total | | 12 | 59 | | 71 |
| Language Arts | Elementary | 122 | 150 | | 272 |
| | Junior High | 35 | 53 | | 88 |
| | Senior High | 44 | 210 | | 254 |
| Total | | 201 | 413 | | 614 |
| Western Canadian Literature For Youth | | | | 11 | 11 |
| Alberta Literature For Senior Students and Adults | | | | 31 | 31 |
| Mathematics | Elementary | 24 | 80 | | 104 |
| | Junior High | 9 | 16 | | 25 |
| | Senior High | 17 | 21 | 6 | 44 |
| Total | | 50 | 117 | 6 | 173 |

* PLS - Personal Living Skills

Table 1 (continued)

| Subject | | Prescribed | Recommended | Supplementary (Other) | Total |
|---|---|---|---|---|---|
| Physical Education | Elementary | 26 | 28 | | 54 |
| | Secondary | | 10 | | 10 |
| Total | | 26 | 38 | | 64 |
| Industrial Education | Junior High | 20 | 6** | | 26 |
| | Senior High | 52** | 44** | | 96 |
| Total | | 72 | 50 | | 122 |
| Business Education | Junior High | 2 | 2 | | 4 |
| | Senior High | 48 | 103 | | 151 |
| Total | | 50 | 105 | | 155 |
| Home Economics | Junior High | 3 | 7 | | 10 |
| | Senior High | 6 | 6 | | 12 |
| Total | | 9 | 13 | | 22 |
| Science | Elementary | 99 | 95 | | 194 |
| | Junior High | 8 | 44 | | 52 |
| | Senior High | 55 | 126 | | 181 |
| Total | | 162 | 265 | | 427 |
| Computer Literacy | Elementary | | 14 | | 14 |
| Total | | | 14 | | 14 |

** Some of the resources listed in Industrial Education are used in more than one course. The resources have been counted only once for audit purposes. The total represents 122 "different" resources.

Table 1 (continued)

| Subject | | Prescribed | Recommended | Supplementary (Other) | Total |
|---|---|---|---|---|---|
| Social Studies | Elementary | 50 | 86 | 20 | 156 |
| | Junior High | 22 | 60 | 4 | 86 |
| | Senior High | 20 | 62 | 4 | 86 |
| Total | | 92 | 208 | 28 | 328 |
| Social Sciences | Senior High | 29 | 22 | | 51 |
| Total | | 29 | 22 | | 51 |
| TOTAL | | 728 | 1351 | 76 | 2155 |

### Omissions

In addition to the large number of supplementary resources which could not be reviewed, a small number of recommended resources were omitted. Several texts and some films/filmstrips could not be located in time to have them audited. These items are listed in APPENDIX B.

## The Audit Results

### The Reporting Procedure

During the preparation of the Part I report the difficulty of reporting on each of the six criteria across all subject areas quickly became apparent. However, due to the limited number of publications involved (83), it was still possible to carry out this type of analysis. Once the support documents became the focus, even though only 36 were being aggregated, analysis by criterion had to be abandoned.

The problem created for analysis by the diversity of form has been greatly complicated by massive numbers during the second phase. With 2155 separate texts and other resources forming generalizations across subjects is simply an unmanageable task. Instead, this report will be organized along two dimensions: by subject area and by minority groups.

### Validity of the Audit Process

Despite attempts made at the beginning of this project to develop reliable and consistent procedures and to train the auditors, there is evidence a lack of consistency in the auditors' findings in certain curriculum areas. The inconsistency partly derives from differences in the way various portfolios define some types of resource, e.g., teacher guides. In some cases these are "prescribed" and in other cases they are "recommended". This lack of uniformity is relatively unimportant as long as the resources are being screened in the same way and the same standards are being applied, as seems to be the case.

The real validity problem arises when different judges apply the criteria with differing degrees of rigour to the same or different resources. All sorts of errors are made possible under these circumstances. Further complicating the anlysis has been the tendency of some raters to introduce additional criteria and thus to broaden their terms of reference. Unfortunately, a significant but not a majority of resources which were rated as "problematic" or "unacceptable" were placed in those categories for quite the wrong reasons. For example, several texts were condemned primarily or solely because their information was out of date. Obsolescence is a legitimate excuse for criticism only where it is linked directly with outdated attitudes toward the minority groups under study.

In their zeal to ferret out injustice, a few auditors extended the five minority groups by reporting bias that they had found for and against certain nations (the U.S.S.R., U.S.A.), political/economic systems and institutions (management-labour). While these may be quite proper curricular reasons for removing or excluding certain materials, they are not a sufficient basis for classifying materials in this audit as other than "acceptable".

In addition, a number of resources failed to receive an "acceptable" rating because of technical aspects such as poor sound track or because they contained too much advertising of a sponsor's products. Again, these faults, while noteworthy, are not the subject of this investigation and their presence should not disqualify the materials in question.

The errors noted above, affecting relatively few items overall, call into question some of the findings of the audit, but they do not destroy the report's validity. A second independent examination of a random sample of the learning resources tends to support this thesis. However, to make certain that critical decisions are not made on erroneous data, a recommendation will be made to verify the audit's findings as they apply to "unacceptable" and "problematic" materials.[1]

## General Findings

Table 2 summarizes the results of the audits performed on all 2155 instructional materials. This analysis reveals that the vast majority satisfy the criteria for fostering tolerance and understanding of minority groups and individuals. When prescribed, recommended and supplementary resources are aggregated across all

---

[1] Since this report was first published, the recommendation to carry out an independent audit has been acted upon.

TABLE 2

| Subject/Resource | Audit Category | | | Total |
|---|---|---|---|---|
| | Acceptable | Problematic | Unacceptable | |
| Fine Arts | | | | |
| Prescribed | 18 | 6 | 1 | 25 |
| Recommended | 32 | 14 | 1 | 47 |
| Supplementary | nil | nil | nil | nil |
| Total | 50 | 20 | 2 | 72 |
| Health | | | | |
| Prescribed | 12 | nil | nil | 12 |
| Recommended | 53 | 3 | 3 | 59 |
| Supplementary | nil | nil | nil | nil |
| Total | 65 | 3 | 3 | 71 |
| Language Arts | | | | |
| Prescribed | 196 | 5 | nil | 201 |
| Recommended | 404 | 9 | nil | 413 |
| Supplementary | nil | nil | nil | nil |
| Total | 600 | 14 | nil | 614 |
| Mathematics | | | | |
| Prescribed | 50 | nil | nil | 50 |
| Recommended | 117 | nil | nil | 117 |
| Supplementary | 6 | nil | nil | 6 |
| Total | 173 | nil | nil | 173 |
| Physical Education | | | | |
| Prescribed | 26 | | nil | 26 |
| Recommended | 36 | | 2 | 38 |
| Supplementary | nil | | nil | nil |
| Total | 62 | nil | 2 | 64 |
| Industrial Education | | | | |
| Prescribed | 70 | 2 | | 72 |
| Recommended | 49 | 1 | | 50 |
| Supplementary | | | | |
| Total | 119 | 3 | nil | 122 |
| Business Education | | | | |
| Prescribed | 50 | | | 50 |
| Recommended | 105 | | | 105 |
| Supplementary | | | | |
| Total | 155 | nil | nil | 155 |

Table 2 (continued)

| | Audit Category | | | |
|---|---|---|---|---|
| Subject/Resource | Acceptable | Problematic | Unacceptable | Total |
| Home Economics | | | | |
| Prescribed | 9 | | | 9 |
| Recommended | 12 | 1 | | 13 |
| Supplementary | | | | |
| Total | 21 | 1 | nil | 22 |
| Science | | | | |
| Prescribed | 162 | | | 162 |
| Recommended | 265 | | | 265 |
| Supplementary | | | | |
| Total | 427 | nil | nil | 427 |
| Computer Literacy | | | | |
| Prescribed | | | | |
| Recommended | 14 | | | 14 |
| Supplementary | | | | |
| Total | 14 | nil | nil | 14 |
| Social Studies | | | | |
| Prescribed | 81 | 8 | 3 | 92 |
| Recommended | 194 | 9 | 5 | 208 |
| Supplementary* | 28 | | | 28 |
| Total | 303 | 17 | 8 | 328 |
| Social Sciences | | | | |
| Prescribed | 27 | 2 | nil | 29 |
| Recommended | 19 | 1 | 2 | 22 |
| Supplementary | | | | |
| Total | 46 | 3 | 2 | 51 |
| Alberta Heritage Learning Resources Project** | | | | |
| Prescribed | | | | |
| Recommended | | | | |
| Supplementary | 40 | 2 | | 42 |
| Total | 40 | 2 | | 42 |
| TOTALS | 2075 | 61 | 17 | 2155 |

* Consists of two sets of materials carried out under Alberta Heritage Fund Learning Resources Project: Kanata Kits (16) and Books for Young Readers (12).

** Consists of two series produced under the same project: Western Canada Literature for Youth and Alberta Literature for Senior Students and Adults.

subjects, the findings are:

| | |
|---|---|
| Acceptable[2] | 2075 or 96% |
| Problematic | 61 or 3% |
| Unacceptable | 17 or 1% |

From a subject or discipline viewpoint, of the twelve distinct curriculum areas, seven had four or fewer resources judged to be other than "acceptable". The remaining five areas varied from five questionable resources in social sciences to 25 in social studies. Table 3 illustrates this uneven distribution.

Predictably, courses the content of which focus on culture (language, literature, art, values) manage to head the list in percentage of resources judged to be "unacceptable" or "problematic". The more technical, skill-oriented subjects present a much narrower scope for failure on the tolerance and understanding criteria.

The titles of all resources rated as "problematic or unacceptable" have been enumerated in Appendix C. It is strongly recommended that the identity of items in this group of resources be kept strictly confidential until such time as their classifications can be independently confirmed.

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[2] These categories are defined as follows:

Acceptable - meets all or almost all criteria at an acceptable level. Faults are few or minor.

Problematic - meets most of the criteria of adequacy but suffers from one or more significant faults. Requires revision or instructions for teachers.

Unacceptable - has major faults too serious to warrant further use in its present form. Requires extensive rewriting or replacement.

## Table 3

### Distribution of Unacceptable and Problematic Resources by Curriculum Area

| Subject Area | Total Resources Audited | Audit Category | | Total of Problematic and Unacceptable | Percentage Problematic and Unacceptable of Total Audited |
|---|---|---|---|---|---|
| | | Problematic | Unacceptable | | |
| Fine Arts | 72 | 20 | 2 | 22 | 31% |
| Physical Education | 64 | 0 | 2 | 2 | 3% |
| Social Sciences | 51 | 3 | 2 | 5 | 10% |
| Social Studies | 328 | 17 | 8 | 25 | 8% |
| Health | 71 | 3 | 3 | 6 | 8% |
| Home Economics | 22 | 1 | 0 | 1 | 5% |
| Language Arts | 614 | 14 | 0 | 14 | 2% |
| Industrial Education | 122 | 3 | 0 | 3 | 2% |
| Mathematics | 173 | 0 | 0 | 0 | 0 |
| Business Education | 155 | 0 | 0 | 0 | 0 |
| Science | 427 | 0 | 0 | 0 | 0 |
| Computer Literacy | 14 | 0 | 0 | 0 | 0 |
| AHFLRP | 42 | 2 | 0 | 2 | 5% |

## Subject-by-Subject Findings

In this section, the results of the curriculum review are presented in summary form, on a subject-by-subject basis. Except for some minor editing, the statements which follow are reproduced as submitted by the associate directors responsible for each subject.

### Fine Arts

In fine arts, there were 72 resources audited and 69 percent have been judged as being acceptable in terms of tolerance and understanding. Twenty have been judged to be problematic and 2 are considered to be unacceptable.

In the fine arts, i.e., mostly music, resources show intolerances to Canadian students in only two respects. Since most music books have been published in the United States, there is a strong racial bias in favour of Americans. These resources frequently attend to racial tolerance by including appropriate racial minorities who live in the United States as well as music from other countries. In practically all books, the references to other countries exclude reference to Canada. Therefore, the auditors judged these resources to be problematic or unacceptable because of these two characteristics. As well, sexual references are treated similarly to the language arts resources but, in addition, there are some songs that are intolerant to females. In terms of religion, handicap and age, there are very few references and these are essentially neutral or positive.

The curriculum audit has not introduced new areas of consideration in the evaluation of resources but it has increased the sensitivity in regard to any particular area or group. For example, when the three elementary music series were initially evaluated, piloted and approved, it was clear to the fine arts curriculum committee that they were strongly American. However, each series was, and is, a quality music series and there were no other reasonable alternatives but to approve these resources. Similar compromises still have to be made today in some subject areas.

## Health

The prescribed and recommended health resources recognize minorities and women in a relatively unbiased fashion. There seems to be an overt attempt to recognize these groups in all aspects of the content. A range of ages engaged in a variety of occupations and professions is represented. In general, care is taken to present age positively. Care is also taken to provide in the illustrations a broad mix of racial and ethnic types. However, the auditors were able to locate almost no instance where identifiable North American Natives were portrayed.

In the elementary prescribed and recommended materials, publishers have made significant efforts to represent women equitably with their male counterparts, and to visually depict females in active pursuits and in non-traditional as well as traditional occupations. Both males and females were shown engaged in active and passive activities without sex stereotyping. However, there was some tendency to over-represent males in traditional male occupations such as doctor and dentist.

Resources for young children should reflect, to some degree, relationships and settings that are familiar to them. Adults featured in these recommended resources tended to be persons of significance in a child's life - mother, father, grandparent, teacher, doctor, nurse, police officer and similar. For older children (upper elementary), the spectrum tended to broaden.

Some of the perceived sexism in the materials may be attributed to the orientation of writing for young children using familiar persons and settings. In other cases, the sexism that was detected was blatant. Other incidences of sexism detected were some generic use of "his" and some awkward use of "his/her". There was some minor stereotyping of women's roles in both the elementary and in the high school (Personal Living Skills) materials.

The health program's values respect ethics but do not include overt reference to religion. There were few mentions of religion in the resources. No instances were found of religion or religious beliefs being treated with disrespect.

Physically disabled persons tend to be an invisible group in society and this invisibility is reflected in many learning resources selected to support the health curricula. No negative references to the functionally impaired were found in the elementary materials.

References to this group at the high school level took the form of objectives and content pertaining to treating and interacting with this minority.

The six groups who are the primary focus of the criteria for tolerance and understanding, age, race/color, religion, sex and the physically disabled are generally treated with the tolerance and understanding appropriate to a program such as health which has as its primary goal the acquisition of knowledge and skills, attitudes and habits which contribute to physical, mental and social well-being.

## Language Arts

In language arts, there were 614 resources audited. The great majority (98 percent) of prescribed and recommended resources have been judged to be acceptable. Only two percent have been considered to be problematic and one resource is considered unacceptable based on the initial audit.

The majority of resources in language arts deal positively, or at least neutrally, with age, race and sex. Although there are numerous instances in books where pronominal references are overbalanced in favour of males, the sexual bias usually is limited to that and does not often show an inaccurate or intolerant view of women's roles. The religious and handicapped minorities are seldom referred to in language arts resources.

The evaluation of learning resources in language arts prior to their approval consists of a number of steps which have the potential for detecting bias and stereotyping. When resources are analyzed and evaluated by curriculum committees, they are examined for bias against age, sex, race, religion and other areas (which can include handicap). Resources which are judged as fitting the curriculum are then piloted in selected classrooms for a full term (10 months in grades 1-7; one semester in grades 10-12). The piloting provides another good opportunity to detect any lack of tolerance of minority groups. It is doubtful that any bias or intolerance of significance would get past the analysis, evaluation and piloting stages. Some examples of bias that get identified at these stages are considered within the context of the extent of bias, the quality of the resource, and the availability of other alternatives, in addition to all the other criteria that are used in judging resources.

The findings of the curriculum audit, in the great majority of cases, do not attest to the failure of previous methods of selection, at least in language arts. Rather, they suggest that the mesh of the screen has been made a littler finer because of increased sensitivity and that the degree of bias that used to be acceptable is now less acceptable.

## Mathematics

Without exception, the mathematics materials were rated as acceptable on all criteria. Due to the subject focus of the resources, it is noted that much of the content neither promotes or hinders tolerance and understanding. There are minimal references to religion or the handicapped. Many of the problems, examples and visuals involve mathematical calculations or examples with no reference to people. An effort is made through visuals and the use of a wide variety of Christian or family names to provide an indication of the ethnic diversity of Canadians. Males and females, of varying ages, are involved in a variety of occupational and recreational activities. The junior high resources contain some examples of sex stereotyping and make fewer references to Canada's racial/ethnic diversity than the elementary and senior high materials. There is evidence to indicate that commercial publishers have been careful in their recent publications to portray balance and neutrality in their textual materials.

Minor shortcomings in mathematics learning resources include a lack of explicit references to the physically disabled and an occasional example of sex, age or racial stereotyping. There is general agreement by the reviewers that the subject focus of mathematics prevents the inclusion of a significant number of textual references that explicitly promote tolerance and understanding. Much of the content in this subject area was rated neutral in terms of the audit criteria as the majority of the materials relate to mathematical skills and concepts. With the exception of the visuals and some word problems that include people, many of the resources develop the requisite mathematical skills through references to objects, animals and other non-human examples.

Individual differences in ability are addressed in most of the resources through the provision of problems/exercises of varying difficulty and/or through instructions to the teacher in support materials. Each of the curriculum documents and most of the learning resources contain explicit statements or exercises on problem solving (critical thinking) with specific reference to appropriate subject matter concepts, skills or activities (strategies). Of the six criteria specified for the audit, this criterion, conveying the nature and value of critical thinking, receives the greatest attention and has the most relevance to this subject area.

### Physical Education

Since learning resources, whether intended for the use of teachers or for students, are selected to implement the curriculum guidelines, it would be expected that the strengths and deficiencies which were found in the curriculum would be characteristic of the supporting resources. This expectation has proven to be true for the physical education resources.

The prescribed resources for physical education include manuals directing the teacher in managerial/organizational techniques and providing selections of activities for the dimensions of the program.

In the resources there are almost no references to age, and no appropriate opportunities for age to be introduced beyond the obvious implication that there is an adult teacher and minor age students.

At the elementary level, with one exception, boys and girls are equally represented in illustrations throughout the texts.

There is a tendency in some books to portray males in leadership positions rather than a male/female balance in all roles.

Two-thirds of the secondary physical education resources are sexist in some way. Sexism is perpetuated through language, cartoons and other visuals.

There are few references to race or colour. One song with racist lyrics has been removed from the recommended list. Most illustrations which are identifiable appear to be of Caucasians. Various cultures are recognized through the origin of certain sports and through dance.

The prescribed physical education teacher resources fail to provide activities for the physically disabled. No directions were found for adapting content and there were no special activities for students beyond those falling within the 'regular' range of abilities. The recommended resources do, however, address this group. A major resource contains adequate direction for teachers for mainstreaming physically and psychologically disabled youngsters in the physical education program. The functionally impaired are invisible in the secondary physical edcuation resources.

## Practical Arts - Industrial Education, Business Education, Home Economics

### Industrial Education

Basically, industrial education learning resources are impartial towards tolerance and understanding. The majority of the resources are strictly technical rather than value oriented. Therefore, the industrial education program and its learning resources do not deal to any extent with abstract ideals and concepts. The primary objective of the learning resources is instruction in technical skills in the manipulation of tools and materials to achieve a pre-determined end. Owing to this emphasis on technical skill development, the learning resources for the most part have little opportunity to nurture tolerance and understanding.

Although the majority of the learning resources have little relating directly to tolerance and understanding, there are some resources, whether by subject or inclination, that do impinge on these matters. The resources can be divided up into three categories according to the degree to which they deal with tolerance. In the first category are strict reference resources containing technical data. Examples of this are Transistor Circuit Approximations, Classical Cooking, Plumbing and Drainage Act Regulations, and Canadian Wood-Frame House Construction. The second category consists of resources that deal with little more than the mere recitation of facts regarding a trade. Resources like Advertising Graphics, Construction - Materials, Methods, Careers, and Horticulture for Profit and Pleasure may have brief accounts of historical developments or career information. These two categories have little or nothing explicit on tolerance and understanding.

The final category is composed of resources such as Basic Nursing Procedures and The Professional Cosmetologist which due to their subject matter have a greater opportunity to address directly tolerance and understanding concerns. Despite this, most of these resources are largely neutral. There are exceptions. Three resources, Hair Structure and Chemistry Simplified, Supervision and Management of Quantity Food Preparation, and Textbook for Nursing Assistants, were considered to be "problematic" because of unfair generalizations and judgements in regard to sex, age, race and origin. On the other hand, another resource, On Death and Dying, presented a difficult topic in a most tolerant and understanding manner, admirably supporting the goals of the audit.

There was a problem of stereotyping with a number of the resources in their illustrations of people. Many of the resources made an effort to depict a cross-section of society in their content and pictures, but some of the resources tended to portray only white males. In most cases, this was not a serious problem, given the relatively small number of illustrations involved in each case. However, such stereotyping should be reduced in future resources adopted by Alberta Education.

In conclusion, the industrial education learning resources do not deal with tolerance and understanding either positively or negatively to any appreciable extent. The negative aspects, except for the three resources given unfavourable ratings, were not blatant, frequent or serious. The lack of explicit positive aspects is a function of the nature of the program and should not be regarded as being an omission.

## Business Education

The business education learning resources are essentially neutral with regard to tolerance and understanding. In this respect they are neither to be commended nor condemned. In most cases, the business education program is concerned with the development of business skills. Thus, the learning resources tend to concentrate at the level of the individual attainment of these skills and only briefly at the inter-personal and societal level. As tolerance and understanding basically exists only in those situations where people have to interrelate, there is little material in the learning resources that focuses on these situations.

The sole significant exception to this general absence of support or subversion of tolerance and understanding are the learning resources for law. In these learning resources, the student is explosed to conditions where judgements of other have to be made; critical thinking applied and situations where tolerance and understanding is required. However, the student is always guided by the intention of the Canadian law system to be consistent, equitable, and impartial to all elements of society irrespective of age, sex, race or creed. On this basis, the law learning resources play a more direct role in fostering tolerance and understanding.

Despite the generally innocuous nature of the content in the business education learning resources, the problem in sex stereotyping occurs throughout these resources. All too often the forms of address, content and illustration reflect a view that while males are the executives in the business world and women are their secretaries. While some of these statements might have represented the situation at the time of their writing, they are no longer true today. It is recommended that in the future greater care be taken to ensure that business education resources considered for listing be as free as possible of this disguised form of prejudice.

In summation, the business education learning resources reviewed did not greatly assist in fostering tolerance and understanding but neither did they hinder this process. Aside from the law learning resources and the stereotypic presentation, the learning resources did not deal with tolerance and understanding to any degree.

Home Economics

In general, the home economics learning resources successfully meet the criteria for fostering tolerance and understanding, although there is room for improvement. Of the twenty-two texts audited, only one People, Food and Science, was rated "problematic". The texts reviewed can be divided into three categories, according to the degree to which they supported the values of tolerance and understanding. The largest category consists of books which contain little or nothing to offend and equally little to recommend. Owing to the limitations of their subject matter, books such as the Canadian Cookbook and Concepts in Clothing do not directly address tolerance. However, this category does foster tolerance indirectly, by presenting information free of bias, prejudice and stereotyping.

The second category contains books that have material directly relating and supporting tolerance and understanding. In this group, books such as Individuality in Clothing Selection and Food and People, not only are free of bias, but contain explicit positive statements on certain aspects of tolerance. These books nurture a positive self-image, convey the idea that excellence can be found in all groups; and foster critical thinking. The three junior high prescribed texts, This is the Life, Try This On For Size, and What's To Eat are especially good in this respect.

The final category consists of a single book, People, Food and Science. This book was audited twice and both reviewers found it to be "problematic", due to its use of sexist language, sex-role stereotyping, over-generalizations and simplistic handling of value-laden cultural concepts. It is suggested that this book be delisted as a recommended resource and that an updated edition, if available, be substituted.

The only serious deficiency in the learning resources is the lack of material on the physically disabled. While age, racial, religious and gender differences are adequately treated within the context of the subject matter, the functionally impaired do not receive a comparable treatment. Although none of the texts had any derogatory statements, few of the texts had any positive content relating to members of this group. This is a topic that could be dealt with, well within the present program.

Overall, the learning resources in home economics meet the requirements of the Alberta Education Curriculum Review. With the exception of one book, and the need for an improvement in the relationship to the handicapped, these resources fulfill the mandate of fostering tolerance and understanding.

Science

All of the resources audited were rated as acceptable. The resources tend to focus on the presentation of scientific information with few references to people or the issues of concern in the audit. Although some of the secondary resources use the masculine gender to refer to all of humankind, most of the materials fairly portray males and females of various racial/ethnic groups engaged in a variety of activities. Controversial topics (e.g., evolution, contraception) are treated with sensitivity, but even the factual presentation of this information may cause concern in some Alberta communities. The exclusion of the physically disabled is the most obvious deficiency in the science resources.

There are minimal references to minority groups in most materials and only the graphics can be evaluated to detect bias. In the judgement of the reviewers, there are few references or visuals which could be considered demeaning to such groups. The program and resources provide opportunities for positive role models, both male and female, of various ages and racial/ethnic groups. but the functionally impaired are not adequately represented in the majority of the science materials.

Some teacher references and curriculum documents provide guidance in the handling of controversial issues such as evolution. Although some individuals or groups may object to the inclusion of human reproduction and contraception in the senior high resources, information is presented in a factual manner. The importance of developing process or critical thinking skills is stressed in most of the science materials. These skills could be used to promote tolerance and understanding of minority groups and individuals.

Computer Literacy

All of the curriculum documents and learning resources for elementary computer literacy are rated as acceptable. Visuals tend to portray both males and females of various racial origins in fair proportion. As the computer literacy unit is designed for elementary school students, the program and learning resources reflect this age group in both text and visuals. A limited number of positive references/visuals on adults and the elderly are present in the learning resources. There are few references, either positive or negative, to religion or the handicapped although the curriculum guide stresses the need to introduce the content "in a manner appropriate to the developmental and ability levels" (page 3) of the students. Two of the learning resources deal in a positive manner with the handicapped. There are no explicit directions that would assist teachers in dealing positively with tolerance and understanding, but this is not deemed necessary considering the subject focus of the materials.

## Social Studies

Social studies is the school subject in which students learn to explore and, where possible, to resolve social issues that are of public and personal concern. The social issues selected for study acknowledge that the world is neither "all good" nor "all bad". The integration of history, geography, the social sciences and citizenship lea[illegible]o a study of human experience that presents both the good and the bad of human endeavours. Social studies is thus a vehicle for learning about tolerance and understanding.

Resources selected for use in the social studies must be effective in presenting competing value positions. This is the nature of history and of human decision making. It is the nature of democracy to develop thinking citizens. It is this perspective of social issues which calls for learning resources that present competing viewpoints. These resources can be used to meet the objectives of the social studies program, but there must be a renewed effort to focus teachers' attention on the use of resources.

It is only those resources which present unnecessarily pejorative views that have no value in the social studies. Those resources which present sexual, racial, religious and other stereotyping and offer no redeeming competing values have no place in Alberta schools. This initial audit identifies some resources which appear to have limited value. The initial audit will lead to a broader analysis of these resources and may lead to the resources being identified as no longer useful in teaching the social studies.

## Social Sciences

The social sciences options are intended to complement the Alberta social studies by encouraging increased understanding of "man and his world". Courses in this program are distinct from the social studies curriculum in that they focus on the structure, concepts and methodologies of specific social science disciplines rather than on social issues within a value-oriented interdisciplinary context.

The social sciences present the methodologies of a specific social science, i.e., history, psychology. They thus seek to identify the elements of a specific system and the set of scientific laws associated with the study of the specific system of a discipline. Each social science presents the body of knowledge and the method of inquiry associated with the discipline. The resources selected should thus present the methodologies of a specific discipline in studying the phenomena of tolerance and understanding.

The major criticism of the social science resources was that they were not current. There are also some instances of material presenting stereotyped views of sex, religion and race which are no longer acceptable to the value-free study of a discipline.

The social science courses and resources have not been reviewed recently. If these courses are retained after the Secondary Education Review Committee presents its recommendations, there must be a substantive review of both the courses and the resources.

## Validity of Results

Four measures were employed to enhance the validity of the audit process: all auditors were provided with in-service prior to carrying out their tasks; standardized procedures and rating scales were adopted; all resources first judged to be "problematic" or "unacceptable" were audited by an independent reviewer. If agreement was not achieved, a third evaluation was required; a random five percent sample of "acceptable" resources was to be re-audited to confirm the initial rating. Discrepancies were to be followed up as noted above.

Table 4 summarizes the results of the random re-audit procedures. Of the 2075 "acceptable" resources, 249 or almost 12% were subjected to a second audit. The first rating was confirmed in all but one of these cases. The picture is not as rosy as it seems at first glance because none of the 349 social science and social studies "acceptable" resources were re-audited. Because of this oversight in a crucial curriculum area we cannot be sure that the audit process was valid for all subjects. However, for the other nine subjects the re-audit results appear to confirm the basic soundness of the process of applying the tolerance and understanding criteria in the rating of learning resources.

The other validation procedure involved systematic re-audits for resources rated as "problematic" or "unacceptable". The procedure used was to undertake one or more additional evaluations to confirm or reject the initial rating. This procedure resulted in changes in significant numbers of first audit judgements, as is demonstrated in Table 5.

## TABLE 4

## VALIDITY OF "ACCEPTABLE" RATINGS AS DETERMINED BY RANDOM RE-AUDITING

| | Number of Learning Resources | | | |
|---|---|---|---|---|
| Subject Area | Rated Acceptable First Audit | Subjected to Re-Audit | Rating Confirmed Second Audit | Rated Problematic Second Audit |
| Health | 65 | 65* | 65 | 0 |
| Fine Arts | 50 | 29 | 28 | 1** |
| Language Arts | 600 | | | |
| Mathematics | 173 | 21 | 21 | 0 |
| Physical Education | 62 | 62* | 62 | 0 |
| Industrial Education | 119 | 22 | 22 | 0 |
| Home Economics | 21 | 2 | 2 | 0 |
| Business Education | 155 | 13 | 13 | 0 |
| Science | 427 | 31 | 31 | 0 |
| Computer Literacy | 14 | 2 | 2 | 0 |
| Social Studies | 303 | 0*** | | |
| Social Sciences | 46 | 0*** | | |
| Heritage Project | 40 | 2 | 2 | |
| TOTALS | 2075 | 249 | 248 | 1 |

* All learning resources in health and physical education were audited by two independent judges in the first place.

** The second audit rating has not been confirmed at the time of writing.

*** Through an error in communications, none of the social studies or social science resources rated as "acceptable" were submitted for re-audit.

## TABLE 5

## RESULTS OF RE-AUDIT PROCEDURES FOR "PROBLEMATIC AND "UNACCEPTABLE" LEARNING RESOURCES

| | Number of Resources | | | |
|---|---|---|---|---|
| Subject Area | Judged "Problematic" or "Unacceptable" First Audit | Confirmed During Re-Audit | Changed to "Acceptable" in Re-Audit | Further Validation Required - Discrepancy Noted |
| Health | 6 | 4 | 2 | |
| Fine Arts Language Arts | 72[1] | 27 | 42 | 3[2] |
| Physical Education | 16 | 2 | 14 | |
| Home Economics | 1 | 1 | | |
| Industrial Education | 3 | 3 | | |
| Social Studies | 33 | 25[3] | 8 | |
| Social Sciences | 7 | 5[4] | 2 | |
| TOTALS | 138 | 67 | 68 | 3 |

[1] Four resources have not been revalidated.

[2] This group of resources required a third audit to arbitrate the discrepancy between the first two audits.

[3] Three of the resources in this category were withdrawn from approved listings April, 1984. Of the 22 which remain, 17 are scheduled for their three-year review during 1984-85.

[4] One of the resources in this category was withdrawn from approved listings April, 1984.

Sixty-seven of the 138 "unacceptable" or "problematic" resources from the first audit had their ratings confirmed during re-validation. However, almost half of the original group, 68 of 139, were rated as "acceptable" during a subsequent, independent audit. These resources had not received an "acceptable" rating in either the first or second audit but for the wrong reasons. Their fault was not that they had violated tolerance and understanding criteria but that they were guilty of being out-of-date or of being unsound choices or biased in ways outside of the scope of this review.

In a sense the re-audit is unfinished since some language arts and fine art resource materials have yet to receive arbitration. Three resources rated "unacceptable" or "problematic" on the first audit have yet to have their re-audit confirmed.

Clearly the audit process is flawed in that raters tend to exceed their review mandate for one reason or another. Fortunately, the error is on the side of a too-strict application of rules and not a too-lenient approach to the audit. Despite the problems noted, the review procedure has much to recommend it. By qualifying further the special cases to be dealt with under "other considerations", the audit process can be tightened up and most of the rating errors eliminated. More will be said about this matter in the Recommendations Section of this report.

## Recommendations

The findings of the Part II audit do not differ in important ways from the results obtained in Part I. Once again, an extremely high proportion of resources approved by Alberta Education for use in schools have satisfied the criteria set for making judgements about fostering tolerance and understanding of minority groups. Hence, a number of recommendations contained in the first report still have currency for the second. These will not be repeated at this time. The two sets of recommendations should be considered concurrently if a full synthesis is to be achieved.

All of the recommendations which follow should be viewed as requiring action in the near term.

### Recommendation #1 - Promulgating the Results

It is recommended that the findings of the curriculum review with respect to learning resources be brought to the attention of all curriculum coordinating committees.

Rationale. As the group bearing a major share of the burden for recommending approval of resources, members need to become aware of the detailed appraisals of their inventory of prescribed and recommended resources. Furthermore, the curriculum coordinating committees should incorporate the lessons of the review into future selection activities.

## Recommendation #2 - Verifying the Findings

It is recommended that a standard procedure or a set of alternative, agreed-upon procedures be adopted for verifying the ratings of all resources evaluated as "problematic" or "unacceptable".

Rationale. The impact upon teachers and school systems of delisting or changing the status of a learning resource can be both economically and instructionally devastating. Before any final decisions of this nature are made, it is essential that all doubts about the accuracy of the findings be removed. The best way to accomplish this would be to have curriculum coordinating committees assume responsibility for verifying the ratings assigned earlier to "problematic" and "unacceptable" resources. The sooner this procedure takes place, the better, in order to allay the natural anxieties of teachers, trustees, officials of the School Book Branch and publishers regarding the ultimate disposition of the resources being reviewed.[3]

A further recommendation is that members of minority groups should be involved in the verification process as was the case following the Decore Study on Native People in the Curriculum.

## Recommendation #3 - Policy for Delisting Resources

It is recommended that Alberta Education formulate a policy to cover the delisting or change of status of resources on current resource lists.

Rationale. Policy is needed to guide the work of the many coordinating committees, the School Book Branch and the several branches involved in curriculum development and learning resource approval. Experience with the follow-up to the Decore Study on natives suggests that the proposed policy must take into account the instructional needs of teachers and the economic constraints of school districts, in addition to the central need for resources which promote tolerance, understanding and respect for minority groups.

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[3] This review has already been carried out. The problematic or unacceptable ratings for 67 resources has been confirmed.

The first draft of a "Policy for Delisting Learning Resources" was being circulated in the department last fall. That policy should be revised as necessary and brought to the attention of senior education officials and the Minister as soon as possible. This is a matter of some urgency.

## Recommendation #4 - Replacement of Delisted Materials

It is recommended that *ad hoc* learning resource committees be directed to carry out a search for appropriate replacements for resources whose "unacceptable" rating is eventually confirmed.

*Rationale*. Through the provisions of Alberta Education policy, school boards could be given a period of grace to permit the continued use of "unacceptable" resources while replacements are obtained. It is the responsibility of Alberta Education to identify, and to make known to boards, the names of "acceptable" substitutes for delisted materials. These should be obtainable prior to the expiration of the period of restricted usage.

### Recommendation #5 - Information for Teachers

It is recommended that information be provided to teachers in regard to all resources that have been judged by auditors and confirmed by curriculum committees to be "problematic". Such information would identify portions of materials to avoid and/or provide alternate points of view to bring to bear on biased aspects of the resources.

Rationale. The department has the responsibility, through its curriculum development branches, to alert teachers to the specific deficiencies which have led to a resource's "problematic" rating. Advice should also be provided to teachers regarding the use of alternative instructional materials to achieve a more balanced perspective, where bias has been detected.

Annotated learning resource manuals, now employed in several subject areas, would seem to be extremely appropriate instruments for this purpose. The entries for both "problematic" resources, and for "acceptable" resources with minor defects, could be expanded to include advice to teachers for overcoming the weaknesses inherent in each resource.

### Recommendation #6 - Categories of Approved Learning Resources

It is recommended that the present set of categories used by Alberta Education in "approving" learning resources be re-examined. Either the names of the categories should be changed or the descriptions changed, or both.

Rationale. Earlier in this report the problem encountered by the general public, by teachers and trustees, and by parents in interpreting the names of resource categories was mentioned. Confusion exists in many people's minds as to how much responsibility actually rests with Alberta Eduction for the learning resources used by teachers in the classroom. To label a resource as "prescribed" when its use is not mandatory is to mislead the public and educators. A better term would be "authorized" which would mean that a resource had received the department's stamp of approval but would leave the final selection decision at the local level.

Some thought should be given to the question of continued listing of supplementary resources in department publications. Teachers and parents can be forgiven for mistakenly interpreting this listing procedure as approval by Alberta Education. In fact, the department has rarely examined the materials listed in this category. Alberta Education has certainly never accepted the same degree of responsibility for the quality of supplementary resources as it has for prescribed and recommended materials. Confusion regarding terminology is unnecessary and should be eliminated.

### Recommendation #7 - Reviewing the Audit Criteria

It is recommended that Alberta Education, through the Program Development Division, review and revise both the six tolerance and understanding criteria and the audit procedures and categories.

Rationale. Audit activities on such a massive sçale as this study has required are bound to uncover flaws in the process. Throughout both parts of the curriculum review evidence accumulated about the problem of overlap among the six criteria. Auditors found the distinctions which which separated the various criteria to be somewhat obscure.

The presence on the Curriculum Audit Form of the column headed "other considerations" proved unfortunate. The problems encountered during validation were due in the main to the inclusion of a "sixth column". A number of auditors were thereby persuaded to expand the terms of the audit beyond the five basic minority groups.

Difficulties arose for reviewers in assigning a category to a resource once it was evaluated. It has been suggested that the use of only three categories forced reviewers to make decisions they considered to be too harsh under the circumstances.

One way to implement this recommendation would be to assemble as many reviewers as can conveniently be gathered and to conduct a "post mortem".

### Recommendation #8 - Resource Selection Procedures

It is recommended that curriculum development branches incorporate into learning resource selection procedures the revised procedures adopted for the tolerance and understanding audit.

Rationale. This recommendation supplements Recommendation #4 from Part I. Once the six criteria, the audit procedures and categories have been refined, they should be systematically employed by learning resource committees.

### Recommendation #9 - Meeting with Publishers

It is recommended that the Program Development Division of Alberta Education convene a meeting of educational publishers to acquaint them at first-hand of the results of this curriculum review.

Rationale. Educational publishers need to know the outcomes of the Review because their products are involved. Furthermore, they need to an opportunity to present their points of view, and to suggest ways and means whereby the common goal of fostering tolerance and understanding may be achieved. There exists between Alberta Education and educational publishers a strong bond of mutual respect, generated in part by the biennial publishers' conference last held in 1982. It is time to reconvene the participants to consider the implications of the findings of the Curriculum Review.

### Recommendation #10 - Mandatory Learning Resources

It is recommended that Alberta Eduction re-consider the question of whether the use of exemplary learning resources in certain subjects should be made mandatory.

Rationale. Under the provisions of the School Act, school boards may through resolution, prescribe substitutes for those "approved" by Alberta Education. This means that local jurisdictions may reject the use of learning resources which have been chosen because of their exemplary characteristics, one of which may be the superior quality of the resource in fostering tolerance and understanding. Unless school boards themselves are going to employ the province's procedures for rating materials, or a procedure equally stringent, the risk of "problematic" and "unacceptable" resources appearing in classrooms will mount sharply.

The danger just described is greatest in two subject areas, language arts and social studies. In these subjects, many resources are identified by the department and yet it is quite possible for all or vitually all of these to be rejected within a school. A case in point is the selection of novels in senior high language arts. Although an extensive listing in annotated form is distributed by the department, teachers may ignore the entire list and make their own choices.

What if all of a teacher's personal selections prove to be "unacceptable" or "problematic"? Can the department absolve itself of its responsibility to the pupils of that teacher by merely proclaiming that it is the teacher's fault and not the department's? The same situation could apply in social studies.

One possible solution is to create an additional category of learning resource with a restricted number of titles, one or more of which all teachers must use. Just as there is a mandatory core content in most curricula, so might there be a mandatory core of learning resources in certain subjects.

## Concluding Statement

The review of approved learning resources has corroborated the findings of the earlier audit of Alberta Education publications. Once more the outcomes of the review demonstrate rather convincingly that learning resources endorsed by the province meet the criteria for fostering tolerance and understanding of minority groups. Well over 90% of all resources audited were rated "acceptable", and only a small percentage, less than 5%, eventually have been rated in a lesser category.

Not only do the results generally confirm the efficacy of the procedures used by department committees for selecting learning resources, but the results also demonstrate that publishers have been conscientious in improving their products with respect to tolerance towards individuals and groups based on age, sex, race, religion and handicap. Recently published materials are significantly better than older resources in terms of tolerance and understanding.

Despite the optimistic tone of the preceding statement, weaknesses were identified in learning resources. Not enough attention is paid to the physically disabled or to the health impaired in the activities or student exercises covered by approved resources. This defect should be remedied in future selections.

In the same vein, while resources by and large are not negligent in the way they portray minority groups and individuals, there are too many missed opportunities for the department to feel complacent about the issue of tolerance and understanding. Furthermore, it is one thing to state that learning resources inform pupils about cultural similarities and differences and thus further their awareness and-understanding. It is quite another thing to mistake this new awareness for respect. Respect does not automatically follow from knowledge. Respect must be carefully nurtured and actively promoted, for its acquisition represents the individual's final step as he or she moves from ignorance to enlightenment.

To respect someone is to hold that person in high regard, to go beyond tolerance and understanding. How well approved resources promote respect for minorities was not adequately addressed during the audit. Maybe the question defies an answer because learning resources in and by themselves cannot accomplish that final step. Perhaps only teachers and other adults who work daily with and relate to our young people can achieve this important goal. While learning resources undoubtedly play a role in the attitude formation of children, their importance in this regard should not be over-estimated.

Not all subject areas lend themselves equally to the promotion of tolerance and those that do may do so in quite different ways. A course such as physical education could be modified to provide participation opportunities for up to 30% of the functionally impaired. A study of law provides students with the opportunity to examine human rights legislation and to note the position taken with respect to equality of all citizens regardless of race, creed or colour. Courses with a large cultural component are in a much better position to promote tolerance of minorities than are subjects whose content is entirely technical or skill-oriented. One would not expect to see significant contributions to cultural understanding occurring in typing and shorthand classes.

The serious problem created by lack of rater consistency has already been fully covered in the section on Validity. This weakness could exacerbate the effects on teachers and boards of delisting materials if action is not taken to correct the fault. Suggestions have been made concerning appropriate measures to confirm ratings and to ameliorate the impact of delistings on the operation of schools. The possibility of revising teacher editions of flawed resources should be investigated.

This action might prove a relatively inexpensive way of assisting teachers to remedy identified defects. Delisting a text that has widespread classroom use has major financial implications for both school boards and the department's School Book Branch. For this reason, delisting should not take place except as a last resort.

The exercise just completed brings into question the hallowed principle of transfer of training. The inclusion of the sixth criterion on critical thinking is a reflection of the belief that children who are taught the skills of critical thinking will somehow become more tolerant and understanding of minorities. Should that belief not be sustainable in practice in the classroom, then the criterion loses its power. For many years students were taught to think logically (deductively and inductively) through Euclidian geometry. However, we have long since abandoned the notion that the powers of logic thus gained would be applied in preparing an argument in English or in social studies.

Being able to think critically is an important skill. It is essential to problem solving, to scientific and to social enquiry. However, while it is necessary for all of these, it is not a sufficient guarantee of either wisdom or tolerance and understanding of minorities. Wisdom comes with experience, and tolerance comes when teachers actively promote it in their classes by using the "stuff" of the curriculum, and when they, themselves, model tolerance and respect for all.

This audit has asked a lot of important but rather obvious questions. For instance, Is a book sexist if its illustrations depict men and women in traditional roles? Is a resource culturally biased, when all the characters in exercises or in simulations have been given Anglo-Saxon names? Are books biased against the young or the old because all the graphics portray adolescent boys and girls?

These questions beg a higher order of question. Are the defects listed serious or blatant or are they relatively unimportant? How flawed must a book be before it must be withdrawn (delisted)?

Conversely, is a text "acceptable" because its graphics and language are neutral? Is this enough to promote tolerance and understanding of females and ethnic groups? These are the deficiencies which are most easily detected and they are the ones auditors mention most frequently. It is possible to reject or accept a learning resource on largely superficial grounds and at the same time totally ignore the subtler aspects of intolerance/tolerance incorporated in the content. Well trained people are needed to carry out the kind of analysis referred to here. Perhaps, it is even necessary to see through the eyes of a member of a minority group before making final judgements.

Of all the questions raised by the audit none are more important than the issue of censorship and historical revisionism. And yet the audit has not really dealt with either issue. At what point in the process of "cleaning up" Alberta Education's publications and approved learning resources will we have crossed the boundary separating the elimination of biased references and the rewriting of history? Will "correcting" the language of history texts so that certain groups are portrayed in more positive and acceptable terms update history at the same time? When books are selected because their contents reflect the "current reality" and other books are rejected because while their contents were accurate at the time of writing, the books no longer reflect the "current reality", are we not engaging in a form of censorship? If a novel of acknowledged literary merit is removed because of negative references to a minority group, what is the real cost to the student?

Depriving teachers and hence their students of access to learning resources is an extremely serious matter. Materials of all kinds and quality are required to illustrate the good and the bad. By experiencing some of both kinds students can see the difference and learn to choose the good.

It seems appropriate to close this report with a quotation from a document, Proposed Criteria For the Review of Program and Supporting Materials With Respect to Tolerance and Understanding, which was written to assist auditors.

> The criteria outlined should not be applied in isolation. It may be a legitimate goal or objective of a curriculum to investigate alternative points of view, some of which may well reflect varying degrees of intolerance. In an accurate portrayal of history, it may be necessary to present intolerance as was evident in that historical society at the time of study. As a consequence, the art, literature, folk tales, or music of that historical society may unavoidably deal with examples of intolerant situations. In the application of these criteria, therefore, one must also take into consideration the intent of the curriculum involved.

# APPENDICES

# APPENDIX A

## CURRICULUM BRANCH PRESCRIBED, RECOMMENDED AND SUPPLEMENTARY RESOURCES

## LANGUAGE ARTS RESOURCES - ELEMENTARY

### PRESCRIBED RESOURCES

#### *WORLD OF LANGUAGE*

*(McGraw) (Canadian Edition)*

World of Language, Book Y
World of Language, Book E
World of Language, Book N
World of Language, Book G
World of Language, Book L
World of Language, Book I

#### *LANGUAGE DEVELOPMENT READING*

*(Nelson) (1978 Edition)*

Hickory Hollow ABC
Surprise! Surprise!
Kittens and Bears
Pets and Puppets
Whiskers
Toy-Box
Magic Story-Box
Saturday Magic
Heads and Tails
Make-Believe Time
Treat Street
Wonder Time
Finders Keepers
Treasure Chest
Backpacks and Bumblebees
Rowboats and Rollerskates
Driftwood and Dandelions
Hockey Cards and Hopscotch
Northern Lights and Fireflies
Kites and Cartwheels
Sleeping Bags and Flying Machines
Toboggans and Turtlenecks

### RECOMMENDED RESOURCES

*Teacher's Edition for:*

*World of Language, Book Y*
*World of Language, Book E*
*World of Language, Book N*
*World of Language, Book G*
*World of Language, Book L*
*World of Language, Book I*

*Teacher's Resource Book to:*

*Hickory Hollow Friends/*
  *Hickory Hollow ABC*
*Surprise! Surprise!*
*Kittens and Bears*
*Pets and Puppets*
*Whiskers*
*Toy-Box*
*Magic Story/Saturday Magic*
*Heads and Tails/Make-Believe*
*Treat Street/Wonder Time*
*Finders Keepers/Treasure Chest*
*Backpacks and Bumblebees*
*Rowboats and Rollerskates*
*Driftwood and Dandelions*
*Hockey Cards and Hopscotch*
*Northern Lights and Fireflies*
*Kites and Cartwheels*
*Sleeping Bags and Flying Machines*
*Toboggans and Turtlenecks*

*LDR Picture Set A*
*LDR Picture Set B*
*LDR Picture Set C*
*LDR Picture Set D*
*LDR Picture Set E*
*LDR Picture Set F*

*Hickory Hollow Friends*

**PRESCRIBED RESOURCES**

*LANGUAGE DEVELOPMENT READING*

*(Continued)*

**RECOMMENDED RESOURCES**

*I Can Read:*

- *Hickory Hollow ABC*
- *Surprise! Surprise!/Kittens and Bears/Pets and Puppets*
- *Whiskers*
- *Toy-Box*
- *Magic Story-Box*
- *Saturday Magic*
- *Heads and Tails*
- *Make-Believe Time*
- *Treat Street*
- *Wonder Time*
- *Finders Keepers!*
- *Treasure Chest*

*Studybook to:*

- *Backpacks and Bumblebees*
- *Rowboats and Rollerskates*
- *Driftwood and Dandelions*
- *Hockey Cards and Hopscotch*
- *Northern Lights and Fireflies*
- *Kites and Cartwheels*
- *Sleeping Bags and Flying Machines*
- *Toboggans and Turtlenecks*

*Reading Activities to:*

- *Surprise! Surprise!/Kittens and Bears/Pets and Puppets*
- *Whiskers*
- *Toy-Box*
- *Magic Story-Box*
- *Saturday Magic*
- *Heads and Tails*
- *Make-Believe Time*
- *Treat Street*
- *Wonder Time*
- *Finders Keepers!*
- *Treasure Chest*
- *Backpacks and Bumblebees*
- *Rowboats and Rollerskates*
- *Driftwood and Dandelions*
- *Hockey Cards and Hopscotch*
- *Northern Lights and Fireflies*
- *Kites and Cartwheels*
- *Sleeping Bags and Flying Machines*
- *Toboggans and Turtlenecks*

## PRESCRIBED RESOURCES

### *STARTING POINTS IN LANGUAGE ARTS*

*(Ginn)*

Mr. Mugs (Level 1)
Mr. Mugs-A-Jet-Pet (Level 1)
Mr. Mugs Plays Ball (Level 2)
Mr. Mugs and The Blue Whale (Level 2)
First Prize For Mr. Mugs (Level 3)
Mr. Mugs Is Lost! (Level 3)
Sharing Time (Level 4)
Happy Days For Mr. Mugs (Level 4)
In A Dark Wood (Level 4)
Mr. Mugs At School (Level 5)
In The Rain (Level 5)
Mr. Mugs To The Rescue (Level 5)
Mr. Mugs Is Kidnapped (Level 6)
It's Saturday (Level 6)
Feather and Fur (Level 6)
Just Beyond (Level 7)
What If? (Level 7)
The Secret Life Of Mr. Mugs (Level 7)

## RECOMMENDED RESOURCES

*Initial Reading Charts (Mr. Mugs)*

*Teacher's Guide for:*

*Level 1 (Mr. Mugs)*
*Level 2 (Mr. Mugs)*
*Level 3 (Mr. Mugs)*
*Level 4 (Mr. Mugs)*
*Level 5 (Mr. Mugs)*
*Level 6 (Mr. Mugs)*
*Level 7 (Mr. Mugs)*

*Mr. Mugs Book Workbook:*

*Level 1*
*Level 2*
*Level 3*
*Level 4*
*Level 5*
*Level 6*
*Level 7*

*Self-Help Activities Mr. Mugs:*

*Level 1*
*Level 2*
*Level 3*
*Level 4*
*Level 5*
*Level 6*
*Level 7*

### *STARTING POINTS IN LANGUAGE*

*(Ginn) (Original)*

Starting Points In Language (Level A)
Starting Points In Language (Level B)
Starting Points In Language (Level C)

*Teacher's Manual for:*

*Level A*
*Level B*
*Level C*

*Starting Points In Language Skills A*
*Starting Points In Language Skills B*
*Starting Points In Language Skills C*

| PRESCRIBED RESOURCES | RECOMMENDED RESOURCES |
|---|---|
| *STARTING POINTS IN LANGUAGE* | |
| *(Ginn) (Revised)* | |
| Starting Points In Language: | |
| Book A | Practice Book Teacher's Edition A |
| Book B | Practice Book Teacher's Edition B |
| Book C | Practice Book Teacher's Edition C |
| | Teacher's Guide A |
| | Teacher's Guide B |
| | Teacher's Guide C |
| *STARTING POINTS IN READING* | |
| *(Ginn) (Original)* | |
| Starting Points In Reading: | *Teacher's Manual for:* |
| Level A, First Book | *Level A, First Book* |
| Level A, Second Book | *Level A, Second Book* |
| Level B, First Book | *Level B, First Book* |
| Level B, Second Book | *Level B, Second Book* |
| Level C, First Book | *Level C, First Book* |
| Level C, Second Book | *Level C, Second Book* |
| | *Starting Points In Reading Skills A* |
| | *Starting Points In Reading Skills B* |
| | *Starting Points In Reading Skills C* |
| *STARTING POINTS IN READING* | |
| *(Ginn) (Revised)* | |
| Starting Points In Reading: | *Teacher's Guide A1* |
| | *Teacher's Guide A2* |
| Book A1 | *Teacher's Guide B1* |
| Book A2 | *Teacher's Guide B2* |
| Book B1 | *Teacher's Guide C1* |
| Book B2 | *Teacher's Guide C2* |
| Book C1 | |
| Book C2 | *Skills Practice Book A1/A2* |
| | *Skills Practice Book B1/B2* |
| | *Skills Practice Book C1/C2* |
| | *Teacher's Edition for:* |
| | *Skills Practice Book A1/A2* |
| | *Skills Practice Book B1/B2* |
| | *Skills Practice Book C1/C2* |

## PRESCRIBED RESOURCES

*EXPRESSWAYS*

*(Gage)*

| | |
|---|---|
| Skip Along | (Level 1) |
| Hopscotch | (Level 2) |
| Hide-and-Seek | (Level 2) |
| Leapfrog | (Level 3) |
| Somersaults | (Level 4) |
| Cartwheels | (Level 5) |
| Handstands | (Level 6) |
| Trampolines | (Level 7) |
| Chinook | (Level 8) |
| Robin-Run | (Level 9) |
| Pingo | (Level 10) |
| Pokologan | (Level 11) |
| Handshakings | (Level 12) |
| Lobstick | (Level 13) |

## RECOMMENDED RESOURCES

*Teacher's Sourcebook for:*

*Skip Along*
*Hopscotch/Hide-and-Seek*
*Leapfrog*
*Somersaults*
*Cartwheels*
*Handstands*
*Trampolines*
*Chinook*
*Robin-Run*
*Pingo*
*Pokologan*
*Handshakings*
*Lobstick*

*Pupil's Workbook:*

*Do This Do That, Level 1*
*Do This Do That, Level 2*
*Do This Do That, Level 3*
*Pushups 1, Level 4*
*Pushups 2, Level 5*
*Springboards 1, Level 6*
*Springboards 2, Level 7*
*Chinook, Level 8*
*Robin-Run, Level 9*
*Pingo, Level 10*
*Pokologan, Level 11*
*Handshakings, Level 12*
*Lobstick, Level 13*

*Pupil's Workbook, Teacher's Edition*

*Do This Do That, Level 1*
*Do This Do That, Level 2*
*Do This Do That, Level 3*
*Pushups 1, Level 4*
*Pushups 2, Level 5*
*Springboards 1, Level 6*
*Springboards 2, Level 7*
*Chinook, Level 8*
*Robin-Run, Level 9*

| **PRESCRIBED RESOURCES** | **RECOMMENDED RESOURCES** |
|---|---|
| *EXPRESSWAYS*<br>*(Continued)* | *Pupil's Workbook, Teacher's Edition*<br>*Pingo, Level 10*<br>*Pokologan, Level 11*<br>*Handshakings, Level 12*<br>*Lobstick, Level 13*<br>*Discussion Motivators, Levels 1, 2, 3* |
| *GAGE STRATEGIES FOR LANGUAGE ARTS*<br>People Like Me<br>Something To Remember<br>How Many Miles?<br>Comprehension Strategies One to People Like Me<br>Comprehension Strategies Two to Something To Remember<br>Comprehension Strategies Three to How Many Miles? | *Practice Strategies for:*<br>*People Like Me*<br>*Something To Remember*<br>*How Many Miles?*<br>*Answer Key for Practice Strategies:*<br>*People Like Me*<br>*Something To Remember*<br>*How Many Miles?*<br>*Teaching Strategies Sourcebook:*<br>*Book One - People Like Me*<br>*Book Two - Something To Remember*<br>*Book Three - How Many Miles?* |
| *SOUNDS OF LANGUAGE SERIES*<br>*(Holt, Rinehart & Winston)*<br>*(1972 & 1974 Editions)*<br>Sounds I Remember<br>Sounds Of Home<br>Sounds Of Numbers<br>Sounds Around The Clock<br>Sounds Of Powwow<br>Sounds Of Laughter<br>Sounds After Dark<br>Sounds Of The Storyteller<br>Sounds Of Mystery<br>Sounds Of Young Huner<br>Sounds Of A Distant Drum | *Teacher's Edition to:*<br>*Sounds I Remember*<br>*Sounds Of Home*<br>*Sounds Of Numbers*<br>*Sounds Around The Clock*<br>*Sounds Of Powwow*<br>*Sounds Of Laughter*<br>*Sounds After Dark*<br>*Sounds Of The Storyteller*<br>*Sounds Of Mystery*<br>*Sounds Of Young Hunter*<br>*Sounds Of A Distant Drum* |

| **PRESCRIBED RESOURCES** | **RECOMMENDED RESOURCES** |
|---|---|
| *NELSON LANGUAGE STIMULUS PROGRAM* | |
| Magic Seasons | *Magic Seasons Toolkit* |
| Multiworlds | *Multiworlds Toolkit* |
| Manspace | *Manspace Toolkit* |
| Mediamind | *Mediamind Toolkit* |
| | *Teacher's Guidebook for:* |
| | *Magic Seasons* |
| | *Multiworlds* |
| | *Manspace* |
| | *Mediamind* |
| | *Grumpkin, The Pumpkin* |
| | *Hercules Vast, The Snowman* |
| | *Miss Styck, The Nut Doll* |
| | *Barker, The Seal* |
| | *Poems For Magic Seasons* |
| | *Multi 1* |
| | *Multi 2* |
| | *Multi 3* |
| | *Multi 4* |
| | *Multi-Poems* |
| | *People In Space* |
| | *Places In Space* |
| | *Spaces To Share* |
| | *Space Shots* |
| | *Media 1* |
| | *Media 2* |
| | *Media 3* |
| | *Media 4* |
| *LANGUAGE AND HOW TO USE IT* | |
| *(Gage)* | |
| Language And How To Use It, Book 1 | *Teacher's Edition for:* |
| Language And How To Use It, Book 2 | |
| | *Language And How To Use It, Book 1* |
| | *Language And How To Use It, Book 2* |

| **PRESCRIBED RESOURCES** | **RECOMMENDED RESOURCES** |
|---|---|
| *SPELL/WRITE* | |
| *(Edu-Media)* | |
| Spell/Write (Book Two) | *Consumable Text:* |
| Spell/Write (Book Three) | |
| Spell/Write (Book Four) | *Spell/Write, Book One* |
| Spell/Write (Book Five) | *Spell/Write, Book Two* |
| Spell/Write (Book Six) | *Spell/Write, Book Three* |
| | *Teacher's Edition for:* |
| | *Spell/Write, Book One* |
| | *Spell/Write, Book Two* |
| | *Spell/Write, Book Three* |
| | *Spell/Write, Book Four* |
| | *Spell/Write, Book Five* |
| | *Spell/Write, Book Six* |
| *I CAN SPELL* | |
| *(D.C. Heath)* | |
| I Can Spell A | *Spellbinder A* |
| I Can Spell B | *Spellbinder B* |
| I Can Spell C | *Spellbinder C* |
| I Can Spell D | *Spellbinder D* |
| I Can Spell E | *Spellbinder E* |
| I Can Spell F | *Spellbinder F* |
| | *Superguide to Teaching Spelling (Levels A-F)* |
| | *I Can Spell Answer Book (Levels A-F)* |
| *THE CANADIAN SPELLING PROGRAM* | |
| *(Gage)* | |
| Student Text 2 | *Teacher's Guide 2* |
| Student Text 3 | *Teacher's Guide 3* |
| Student Text 4 | *Teacher's Guide 4* |
| Student Text 5 | *Teacher's Guide 5* |
| Student Text 6 | *Teacher's Guide 6* |

**PRESCRIBED RESOURCES**

*SPELLING IN LANGUAGE ARTS*

*(Nelson)*

Spelling In Language Arts (Grade 2)
Spelling In Language Arts (Grade 3)
Spelling In Language Arts (Grade 4)
Spelling In Language Arts (Grade 5)
Spelling In Language Arts (Grade 6)

**RECOMMENDED RESOURCES**

*Teacher's Edition to:*

*Spelling In Language Arts (Grade 2)*
*Spelling In Language Arts (Grade 3)*
*Spelling In Language Arts (Grade 4)*
*Spelling In Language Arts (Grade 5)*
*Spelling In Language Arts (Grade 6)*

*Studybook to:*

*Grade 2 - A*
*Grade 3 - B*
*Grade 4 - C*
*Grade 5 - D*
*Grade 6 - E*

*Teacher's Annotated Studybook to:*

*Grade 2 - A*
*Grade 3 - B*
*Grade 4 - C*
*Grade 5 - D*
*Grade 6 - E*

## LANGUAGE ARTS RESOURCES - JUNIOR HIGH

| PESCRIBED RESOURCES | RECOMMENDED RESOURCES |
|---|---|
| *ACTION ENGLISH* | |
| *(Gage)* | |
| Action English 1 | *Teacher's Guide for:* |
| Action English 2 | |
| Action English 3 | *Action English 1* |
| | *Action English 2* |
| | *Action English 3* |
| *NELSON LANGUAGE STIMULUS PROGRAM* | |
| Timescope | *Teacher's Guidebook to Timescope* |
| Peoplemirrors | *Time-Go-Round* |
| Language Is | *Tick Talk* |
| | *Telling Times* |
| | *Time Travellers* |
| | *Teacher's Guidebook to Peoplemirrors* |
| | *Reflections* |
| | *Close-ups* |
| | *Standouts* |
| | *Diversities* |
| *PATTERNS OF COMMUNICATING SERIES* | |
| *(D.C. Heath)* | |
| Patterns of Communicating, Level 1 | *Teacher's Edition for:* |
| Patterns of Communicating, Level 2 | |
| Patterns of Communicating, Level 3 | *Patterns of Communicating, Level 1* |
| | *Patterns of Communicating, Level 2* |
| | *Patterns of Communicating, Level 3* |
| *CAMBRIDGE WRITER'S PROGRAM* | |
| Cambridge Writer's Program, Book 1 | *Teacher's Guide for:* |
| Cambridge Writer's Program, Book 2 | |
| Cambridge Writer's Program, Book 3 | *Cambridge Writer's Program, Book 1* |
| Cambridge Writer's Program, Book 4 | *Cambridge Writer's Program, Book 2* |
| | *Cambridge Writer's Program, Book 3* |
| | *Cambridge Writer's Program, Book 4* |

| PRESCRIBED RESOURCES | RECOMMENDED RESOURCES |
|---|---|
| *LANGUAGE MATTERS SERIES*<br>*(Nelson)*<br>Grammar Is | |
| *ACTION SERIES*<br>*(Gage)* | |
| Challenge<br>Viewpoint<br>Dialogue | *Teacher's Resource Book for:*<br>*Challenge*<br>*Viewpoint*<br>*Dialogue* |
| *ENGLISH ANTHOLOGY SERIES*<br>*(John Wiley)* | |
| Experiences<br>Explorations<br>Reflections | *Teacher's Guide for:*<br>*Experiences*<br>*Explorations*<br>*Reflections* |
| *CONTEXTS*<br>*(Nelson)* | |
| Anthology I<br>Anthology II<br>Anthology III | *Reading Skills 1*<br>*Reading Skills 2*<br>*Reading Skills 3*<br>*Teacher's Resource Book 1*<br>*Teacher's Resource Book 2*<br>*Teacher's Resource Book 3* |
| *RESPONDING TO READING*<br>*(Addison-Wesley)* | |
| Student Text Level A<br>Student Text Level B<br>Student Text Level C | *Teacher's Edition for:*<br>*Level A*<br>*Level B*<br>*Level C* |

| PRESCRIBED RESOURCES | RECOMMENDED RESOURCES |
|---|---|
| *INQUIRY INTO LITERATURE* | |
| *(Collier-Macmillan)* | |
| Book 1 | *Teacher's Guide 1* |
| Book 2 | *Teacher's Guide 2* |
| Book 3 | *Teacher's Guide 3* |
| *STARTING POINTS IN LANGUAGE* | |
| *(Ginn)* | |
| Book D | *Practice Book D* |
| Book E | *Practice Book E* |
| Book F | *Practice Book F* |
| | *Practice Book D, Teacher's Edition* |
| | *Practice Book E, Teacher's Edition* |
| | *Practice Book F, Teacher's Edition* |
| *STARTING POINTS IN READING* | |
| *(Ginn)* | |
| Book D | *Teacher's Guide D* |
| Book E | *Teacher's Guide E* |
| Book F | *Teacher's Guide F* |
| | *Skills Practice Book D* |
| | *Skills Practice Book E* |
| | *Skills Practice Book F* |
| | *Skills Practice Book D, Teacher's Ed.* |
| | *Skills Practice Book E, Teacher's Ed.* |
| | *Skills Practice Book F, Teacher's Ed.* |

## LANGUAGE ARTS RESOURCES - SENIOR HIGH

| PRESCRIBED RESOURCES | RECOMMENDED RESOURCES |
|---|---|
| *READING AND STAGING THE PLAY* | |
| Reading And Staging The Play | |
| *POETRY IN FOCUS* | |
| Poetry In Focus | *Poetry In Focus, Teacher's Guide* |
| *SUNBURST* | |
| Sunburst | *Sunburst, Teacher's Edition* |
| *THROUGH THE OPEN WINDOW* | |
| Through The Open Window | *Through The Open Window, Teacher's Ed.* |
| *IMPACT* | |
| Impact | |
| *NEW WORLDS* | |
| New Worlds | |
| *SUNLIGHT AND SHADOWS* | |
| Sunlight And Shadows | *Sunlight And Shadows, Teacher's Ed.* |
| *KALEIDOSCOPE* | |
| Kaleidoscope | *Kaleidoscope, Teacher's Guide* |

| PRESCRIBED RESOURCES | RECOMMENDED RESOURCES |
|---|---|
| *MAN THE MYTH-MAKER* | |
| Man The Myth-Maker | *Man The Myth-Maker, Teacher's Guide* |
| *COMMUNICATING IN YOUR WORLD* | |
| Communicating In Your World | *Communicating In Your World, Teacher's Guide* |
| *THE WRITING EXPERIENCE* *(Canadian Edition)* | |
| The Writing Experience | *The Writing Experience, Teacher's Manual* |
| *PERSPECTIVES* | |
| Perspectives | |
| *CONNECTIONS* | |
| Connections 1 - Imagining<br>Connections 2 - Relating<br>Connections 3 - Discovering | *Teacher's Guide for:*<br>*Connections 1 - Imagining*<br>*Connections 2 - Relating*<br>*Connections 3 - Discovering* |
| *TIME OF YOUR LIFE* | |
| Time Of Your Life | |
| | *TACTICS IN READING II* |
| | *Tactics In Reading II* |
| | *READING FOR UNDERSTANDING* |
| | *Reading For Understanding, General Ed.*<br>*Student's Record Book* |

| PRESCRIBED RESOURCES | RECOMMENDED RESOURCES |
|---|---|
| *EARLY SEPTEMBER* | |
| Early September | *Early September, Teacher's Edition* |
| *NEW VOICES IN LITERATURE, LANGUAGE AND COMPOSITION* | |
| New Voices 2 | *New Voices 2, Teacher's Resource Bk.* |
| New Voices 3 | *New Voices 3, Teacher's Resource Bk.* |
| New Voices 4 | *New Voices 4, Teacher's Resource Bk.* |
| *SCHOLASTIC COMPOSITION* | |
| *(Canadian Edition)* | |
| Scholastic Composition 4<br>Scholastic Composition 5<br>Scholastic Composition 6 | *Scholastic Composition 4-6, Teacher's Edition* |
| *DEVELOPING YOUR COMMUNICATION SKILLS* | |
| Developing Your Communication Skills | |
| *THEME AND IMAGE* | |
| Theme and Image I | *Theme and Image I, Teacher's Manual* |
| Theme and Image II | *Theme and Image II, Teacher's Manual* |
| *PROSE FOR DISCUSSION* | |
| Prose for Discussion | *Prose for Discussion, Teacher's Guide* |
| *OXFORD ANTHOLOGY OF CANADIAN LITERATURE* | |
| *(Revised Edition)* | |
| Oxford Anthology of Canadian Literature | *Oxford Anthology of Canadian Literature, Teacher's Guide* |
| *DEVELOPING WRITING SKILLS* | |
| Developing Writing Skills | *Developing Writing Skills, Teacher's Guide* |

| **PRESCRIBED RESOURCES** | **RECOMMENDED RESOURCES** |
|---|---|
| *STORY AND STRUCTURE* *(Canadian Edition)* | |
| Story and Structure | |
| *THE ACTIVE STYLIST* | |
| The Active Stylist | |
| *HEATH INTRODUCTION TO LITERATURE* *(Canadian Edition)* | |
| Heath Introduction To Literature | *Heath Introduction To Literature, Teacher's Guide* |
| *LYRIC POTENTIAL* | |
| Lyric Potential | |
| *LITERATURE: POETRY* | |
| Literature: Poetry | |
| *VOICE AND VISION* | |
| Voice and Vision | |
| *TIGERS OF THE SNOW* | |
| Tigers of the Snow | *Tigers of the Snow, Teacher's Ed.* |
| *CANADIAN WRITER'S HANDBOOK* | |
| Canadian Writer's Handbook | *Canadian Writer's Handbook, Teacher's Key* |
| *HANDBOOK FOR ENGLISH* | |
| Handbook For English | *Handbook For English, Teacher's Guide* |

| PRESCRIBED RESOURCES | RECOMMENDED RESOURCES |
|---|---|
| *LITTLE ENGLISH HANDBOOK FOR CANADIANS* | |
| Little English Handbook For Canadians | |
| *COMMUNICATIONS HANDBOOK* | |
| Communications Handbook | |
| *QUEST* | |
| Quest | |
| *CANADIAN STORIES OF ACTION AND ADVENTURE* | |
| Canadian Stories Of Action And Adventure | *Canadian Stories of Action and Adventure, Teacher's Guide* |
| *THE WRITING PROCESS* *(Canadian Edition)* | |
| The Writing Process | *The Writing Process, Teacher's Ed.* |
| *RHETORIC MADE PLAIN* *(Canadian Edition)* | |
| Rhetoric Made Plain | *Rhetoric Made Plain, Teacher's Guide* |

# RECOMMENDED NOVELS AND NONFICTION

## FICTION

*DEATHWATCH*, White R.
*FAR FROM HOME*, Sebestyen O.
*HUNTER IN THE DARK*, Hughes M.
*MAGGOT*, Walker M.
*THE PEARL*, Steinbeck J.
*SEASON OF THE OWL*, Wolff M.
*WALKABOUT*, Marshall J.
*WEBBER'S SON*, Leach C.
*Z FOR ZACHARIAH*, O'Brien R.

*THE ADVENTURES OF HUCKLEBERRY FINN*, Twain M.
*ANIMAL FARM*, Orwell G.
*THE BALLAD OF BENNY PERHAPS*, Brinsmead H.
*CHILDHOOD'S END*, Clarke A.
*THE CHRYSALIDS*, Wyndham J.
*FREE FLIGHT*, Terman D.
*THE HOBBIT*, Tolkein J.R.R.
*OLIVER TWIST*, Dickens C.
*RIVERRUN*, Such P.
*TO KILL A MOCKINGBIRD*, Lee H.
*TUNNEL VISION*, Arrick F.

*BEARWALK*, Sallot L. & Peltier T.
*CHEMMEEN*, Thakashi S.P.
*THE EAGLE HAS LANDED*, Higgins J.
*FAR FROM SHORE*, Major K.
*FLOWERS FOR ALGERNON*, Keys D.

## FICTION

*GHOST FOX*, Houston J.
*THE LAST CANADIAN*, Heine W.C.
*THE MAN WHO FELL TO EARTH*, Tevis W.
*OF MICE AND MEN*, Steinbeck J.
*THE PHAEDRA COMPLEX*, Everly J.
*TISHA*, Specht R.

*THE APPRENTICESHIP OF DUDDY KRAVITZ*, Richler M.
*BRAVE NEW WORLD*, Huxley A.
*CAT'S CRADLE*, Vonnegut K.
*JANE EYRE*, Bronte C.
*LORD OF THE FLIES*, Golding W.
*THE NYMPH AND THE LAMP*, Raddall T.
*THE OLD MAN AND THE SEA*, Hemingway E.
*A SEPARATE PEACE*, Knowles J.
*THE SPY WHO CAME IN FROM THE COLD*, Le Carre J.
*THE STONE ANGEL*, Laurence M.
*SUCH IS MY BELOVED*, Callaghan M.
*THAT'S ME IN THE MIDDLE*, Jack D.
*WATERSHIP DOWN*, Adams R.
*WHO HAS SEEN THE WIND*, Mitchell W.O.

*FARENHEIT 451*, Bradbury R.
*ICARUS SEAL*, Hyde C.
*INHERIT THE SUN*, Grant M.
*A KIND OF LOVING*, Barstow S.
*KING RAT*, Clavell J.

## FICTION

*ONE DAY IN THE LIFE OF IVAN DENISOVICH,* Solzhenitsyn A.
*ORDINARY PEOPLE,* Guest J.
*SUNBURST,* Gotlieb P.
*SWAMP ANGEL,* Wilson E.

*AH, BUT YOUR LAND IS BEAUTIFUL,* Paton A.
*CANTICLE FOR LEIBOWITZ,* Miller W.M.
*CORONATION QUAY,* Montello J.
*ETHAN FROME,* Wharton E.
*THE GRAPES OF WRATH,* Steinbeck J.
*GREAT EXPECTATIONS,* Dickens C.
*THE LOON FEATHER,* Fuller I.
*MY NAME IS ASHER LEV,* Potak C.
*NINETEEN EIGHTY-FOUR,* Orwell G.
*OBASAN,* Kogowa J.
*THE RESURRECTION OF JOSEPH BOURNE,* Hodgins J.
*TESS OF THE D'URBERVILLES,* Hardy T.
*TWO SOLITUDES,* MacLennan H.
*THE WARS,* Findley T.
*WINDFLOWER,* Roy G.
*WUTHERING HEIGHTS,* Bronte E.
*GENERALS DIE IN BED,* Harrison C.Y.

***

## NONFICTION

*THE AUTOBIOGRAPHY OF MISS JANE PITMAN,* Gaines E.
*COMPLETELY FOXED,* Smeeton M.
*FORTY-EIGHT DAYS ADRIFT,* Barbour J.
*THE GREAT ESCAPE,* Brickhill P.
*THE SILENCE OF THE NORTH,* Fredrickson O.
*WHY SHOOT THE TEACHER,* Braithwaite M.

*THE BOAT WHO WOULDN'T FLOAT,* Mowat F.
*BUTTER DOWN THE WELL,* Collins R.
*FRAGMENTS OF ISABELLA,* Leitner, I.
*LETTERS FROM A LADY RANCHER,* Hopkins M.
*MY GRANDFATHER'S CAPE BRETON,* Doucet C.
*A NIGHT TO REMEMBER,* Lord W.
*NUCLEAR MADNESS,* Caldicott H.

*CRUSOE OF LONESOME LAKE,* Stowe L.
*I MARRIED THE KLONDIKE,* Berton L.
*THE LORD GOD MADE THEM ALL,* Herriot J.
*THE SACRAMENT,* Gzowski P.
*SOMETHING FOR JOEY,* Peck R.E.
*WILDERNESS MEN,* O'Hagen H.

*THE BOOK OF SMALL,* Carr E.
*DEATH ON THE ICE,* Brown C.
*THE GAME OF OUR LIVES,* Gzowski P.
*IN SEARCH OF HUMAN ORIGINS,* Tisdall P.
*A PLACE FOR NOAH,* Greenfield J.
*THREE CAME HOME,* Keith A.N.

## NONFICTION

*ALL THE LIVELONG DAY*, Garson B.
*BUSH PILOT WITH A BRIEFCASE*, Keith R.A.
*THE LONG WALK*, Rawicz S.
*NIGHT OF THE GRIZZLIES*, Olsen J.
*TERRY FOX: HIS STORY*, Scrivener L.
*A WINTER'S TALE*, Brown C.

*ARCTIC OIL*, Livingston J.
*THE CANADIAN ROCKIES*, Fraser E.
*DAYS AND NIGHTS IN CALCUTTA*, Blaise C. & Mukherjee B.
*A MAN CALLED INTREPID*, Stevenson W.
*PAPER BOY*, Keate S.

## RECOMMENDED MODERN PLAYS AND SHAKESPEAREAN PLAYS

### MODERN PLAYS

*THE BAD SEED, Anderson M.*

*STALAG 17, Bevan D. and Trzcinski, E.*

*DEATH TAKES A HOLIDAY, Casella A.*

*WITNESS FOR THE PROSECUTION,*
*Christie A.*

*THE TRIAL OF LOUIS RIEL,*
*Coulter J.*

*AT MY HEART'S CORE-AND-OVERLAID,*
*Davies R.*

*BOUSILLE AND THE JUST, Gelinas G.*

*PLAYS ON A HUMAN THEME:*
*RAISIN IN THE SUN*
*MARTY*
*INHERIT THE WIND,*

*Groves C. (Ed.)*

*ANGEL STREET, Hamilton P.*

*DARK AT THE TOP OF THE STAIRS, Inge W.*

*DIAL "M" FOR MURDER, Knott B.*

*A MEMBER OF THE WEDDING, McCullers D.*

*THREE PLAYS:*
*JUNO AND THE PAYCOCK*
*SHADOW OF A GUNMAN*
*PLOUGH AND THE STARS,*

*O'Casey S.*

*ON BORROWED TIME, Osborne J.*

*NIGHT OF JANUARY SIXTEENTH, Rank A.*

*CANADA ON STAGE, Richard S. (Ed.)*

*CYRANO DE BERGERAC, Rostrand E.*

*ANDROCLES AND THE LION, Shaw B.*

*FIDDLER ON THE ROOF, Stein J.*

*CHARLEY'S AUNT, Thomas B.*

### MODERN PLAYS

*ROMANOFF AND JULIET, Ustinov P.*

*WORLDS APART, Williams N. (Ed.)*

*MR. ARCULARIS, Aiken C.*

*I NEVER SANG FOR MY FATHER, Anderson R.*

*THUNDER ROCK, Ardrey R.*

*RISE AND SHINE, Cadogan E.*

*VISIT, Durrematt F.*

*THREE PLAYS ABOUT CRIME AND CRIMINALS:*
*KIND LADY*
*ARSENIC AND OLD LACE*
*DETECTIVE STORY,*

*Freedley G.*

*THE BLOOD KNOT, Fugard A.*

*YESTERDAY THE CHILDREN WERE DANCING,*
*Gelinas G.*

*YOUTH IN CONFLICT:*
*NOAH*
*ANTIGONE*
*AH! WILDERNESS*
*WEST SIDE STORY,*

*Gross G. (Ed.)*

*SLOW DANCE ON THE KILLING GROUND,*
*Hanley W.*

*THE LABYRINTH, Israel C.*

*GREAT TELEVISION PLAYS, Kaufman W.*

*THREE WORLDS OF DRAMA:*
*THE BLACK BONSPIEL*
*CAINE MUTINY - COURT MARTIAL*
*GLASS MENAGERIE*

*Livesley J.*

*THE CRUCIBLE, Miller A.*

### MODERN PLAYS

*THE ECSTASY OF RITA JOE, Ryga G.*

*THE CAVE DWELLERS, Saroyan W.*

*FOUR PLAYS BY BERNARD SHAW:*
*CAESAR AND CLEOPATRA*
*CANDIDE*
*DEVIL'S DISCIPLE*
*MAN AND SUPERMAN,*

*Shaw B.*

*UNDER MILKWOOD, Thomas D.*

*MAN OF LA MANCHA, Wasserman*

*THREE PLAYS:*
*SKIN OF OUR TEETH*
*OUR TOWN*
*THE MATCHMAKER,*

*Wilder T.*

*MARRIAGE IN AN ORDINARY HOUSE, Wyatt R.*

*THE AMERICAN DREAM, Albee E.*

*BECKETT, Anouilh J.*

*FIVE PLAYS: Vol. 2*
*ARDELE*
*TIME REMEMBERED*
*MADEMOISELLE COLOMBE*
*RESTLESS HEART*
*LARKE,*

*Anouilh J.*

*GALILEO, Brecht B.*

*THE CHERRY ORCHARD, Chekhov A.*

*THOUSAND CLOWNS, Gardner H.*

*TIT-COQ, Gelinas G.*

*HELOISE AND ABELARD, Gilson E.*

### MODERN PLAYS

*TODAY'S DRAMA: SIX SCRIPTS FOR THREE MEDIA -*
*JOHN TURNER DAVIS*
*THE HAITING PLACE*
*GENIE OF SUTTON PLACE*
*THE BRIDE COMES TO YELLOW SKY*
*THE PULLMAN CAR, HIAWATHA*
*THE SANDBOX,*

*Huffman G. (Ed.)*

*FOUR MAJOR PLAYS:*
*DOLL'S HOUSE*
*HEDDA GABLER*
*WILD DUCK*
*MASTER BUILDER,*

*Ibsen H.*

*DEATH OF A SALESMAN, Miller A.*

*LONG DAY'S JOURNEY INTO NIGHT, O'Neill E.*

*THE TEA PARTY, Pinter H.*

*HENRY FOURTH, Pirandello L.*

*THE RELUCTANT PROPHET: AND OLD MAN AESOP, Turner E.*

*FOUR PLAYS OF OUR TIME:*
*I REMEMBER MAMA*
*TEAHOUSE OF THE AUGUST MOON*
*FLIGHT INTO DANGER*
*AN ENEMY OF THE PEOPLE,*

*Voaden H. (Ed.)*

*KING OEDIPUS, Yeats W.*

## SHAKESPEAREAN PLAYS

*THE MERCHANT OF VENICE*
*ROMEO AND JULIET*
*TWELFTH NIGHT*
*JULIUS CAESAR*
*ALL'S WELL THAT ENDS WELL*
*AS YOU LIKE IT*
*MACBETH*
*KING RICHARD II*
*MEASURE FOR MEASURE*
*HAMLET*
*OTHELLO*
*THE TAMING OF THE SHREW*
*HENRY IV, PART I*
*THE TEMPEST*

## FINE ARTS RESOURCES

### PRESCRIBED RESOURCES

**MUSIC**

*SILVER BURDETT MUSIC SERIES*

*(GLC)*

- Silver Burdett Music, Book 1, Chart Book
- Silver Burdett Music, Book 1
- Silver Burdett Music, Book 2
- Silver Burdett Music, Book 3
- Silver Burdett Music, Book 4
- Silver Burdett Music, Book 5
- Silver Burdett Music, Book 6

*EXPLORING MUSIC SERIES*

*(Holt)*

- Exploring Music, Jumbo Book 1
- Exploring Music, Book 1
- Exploring Music, Book 2
- Exploring Music, Book 3
- Exploring Music, Book 4
- Exploring Music, Book 5
- Exploring Music, Book 6

### RECOMMENDED RESOURCES

*Teacher's Edition to:*

- *Silver Burdett Music, Book 1*
- *Silver Burdett Music, Book 2*
- *Silver Burdett Music, Book 3*
- *Silver Burdett Music, Book 4*
- *Silver Burdett Music, Book 5*
- *Silver Burdett Music, Book 6*

*Records for:*

- *Silver Burdett Music, Book 1*
- *Silver Burdett Music, Book 2*
- *Silver Burdett Music, Book 3*
- *Silver Burdett Music, Book 4*
- *Silver Burdett Music, Book 5*
- *Silver Burdett Music, Book 6*

*Teacher's Edition to:*

- *Exploring Music, Book 1*
- *Exploring Music, Book 2*
- *Exploring Music, Book 3*
- *Exploring Music, Book 4*
- *Exploring Music, Book 5*
- *Exploring Music, Book 6*

*Records for:*

- *Exploring Music, Book 1*
- *Exploring Music, Book 2*
- *Exploring Music, Book 3*
- *Exploring Music, Book 4*
- *Exploring Music, Book 5*
- *Exploring Music, Book 6*

| PRESCRIBED RESOURCES | RECOMMENDED RESOURCES |
|---|---|
| MUSIC (Continued) | |
| *NEW DIMENSIONS IN MUSIC SERIES*<br>*(D.C. Heath)*<br>Looking At Music - Big Book<br>Introducing Music, Book 1<br>Enjoying Music, Book 2<br>Expressing Music, Book 3<br>Investigating Music, Book 4<br>Experiencing Music, Book 5<br>Mastering Music, Book 6 | *Teacher's Edition for:*<br>*Beginning Music, Book 1*<br>*Enjoying Music, Book 2*<br>*Expressing Music, Book 3*<br>*Investigating Music, Book 4*<br>*Experiencing Music, Book 5*<br>*Mastering Music, Book 6*<br>*Records for:*<br>*Beginning Music, Book 1*<br>*Enjoying Music, Book 2*<br>*Expressing Music, Book 3*<br>*Investigating Music, Book 4*<br>*Experiencing Music, Book 5*<br>*Mastering Music, Book 6*<br>*Looking At Music, Teacher's Edition, K-1* |
| *SEARCH FOR A NEW SOUND, BASIC GOALS OF MUSIC EIGHT*<br>Search For A New Sound | |
| *GROWING WITH MUSIC*<br>Growing With Music, Book 7<br>Growing With Music, Book 8 | *Growing With Music, Teacher's Edition, Book 7*<br>*Growing With Music, Teacher's Edition, Book 8* |
| *EXPLORING MUSIC, THE SENIOR BOOK*<br>Exploring Music, The Senior Book | |

| PRESCRIBED RESOURCES | RECOMMENDED RESOURCES |
|---|---|
| | *MUSIC FOR THE HIGH SCHOOL CHORUS* |
| | *Music For The High School Chorus* |
| | *MAKING MUSIC YOUR OWN* |
| | *Making Music Your Own, Book 7*<br>*Making Music Your Own, Book 8* |
| | *Records for Making Music Your Own, Books 7 & 8* |
| | *FIVE CENTURIES OF CHORAL MUSIC FOR MIXED VOICES* |
| | *Five Centuries of Choral Music For Mixed Voices* |
| | *DISCOVERING MUSIC TOGETHER: ELEMENTS AND STYLE (Revised)* |
| | *Discovering Music Together, Book 7*<br>*Discovering Music Together, Book 8* |
| **DRAMA** | *DEVELOPMENT THROUGH DRAMA* |
| | *Development Through Drama* |

## HEALTH RESOURCES - ELEMENTARY

### PRESCRIBED RESOURCES

*YOU AND YOUR HEALTH*

*(Gage)*

You and Your Health, Grade 1
You and Your Health, Grade 2
You and Your Health, Grade 3
You and Your Health, Grade 4
You and Your Health, Grade 5
You and Your Health, Grade 6

*HEALTHFUL LIVING PROGRAM*

*(Doubleday)*

Your Health, Grade 1
Being Healthy, Grade 2
Your Health and You, Grade 3
Keeping Healthy, Grade 4
Growing Up Healthy, Grade 5
Health For Living, Grade 6

### RECOMMENDED RESOURCES

*ADVANCED HUMAN REPRODUCTION*

*ALCOHOL, DO YOU KNOW ENOUGH ABOUT IT?*

*ALCOHOL, FACTS AND EFFECTS*

*ALL ABOUT YOU*

*Everybody Needs A Friend*
*Everybody's Afraid Sometimes*
*Good Mouthkeeping*
*It's What You Eat*
*Listen, Look and Learn*
*Look At You Now*
*Secrets In Your Cells*
*Sneezies, Wheezies and Measles*
*Teacher's Guide*
*What Are You Made Of?*
*What's Your Fuel?*

*BACK TO SCHOOL WITH WINNIE THE POOH*

*BOY TO MAN*

*BREAD AND BUTTERFLIES*

*Choosing Changes*
*A Curriculum Guide For Teachers*
*Decisions, Decisions*
*I Agree- You're Wrong*
*Me, Myself and Maybe*
*Our Own Two Hands*
*People Need People*
*Planning Ahead: The Racer*
*School - Jobs*
*Taking Care Of Business*
*Things, Ideas, People*
*The Way We Live*
*Work Means*

**RECOMMENDED RESOURCES**

*CAFFEINE, FACTS AND EFFECTS*

*CANADA'S FOOD GUIDE AND HANDBOOK*

*COFFEE, TEA AND ME*

*DEAF LIKE ME*

*DUSO I*

*ELEMENTARY HEALTH INSERVICE*

*FAMILY LIVING AND SEX EDUCATION SERIES B*

*FIRST AID FOR CHILDREN*

*FIRST AID FOR YOU AND ME*

*A FITNESS CAROL*

*HEALTH DECISION FOR GROWTH*

*Eyes, Nose and All Of Those; Choosing and Sharing*
*Feelings: The Secret Is You*
*Little Things Matter: Sense Ability*
*Take One*
*Ways To Agree*
*What Can You Give?*

*GIRL TO WOMAN*

*GOOD FOOD/GOOD TIMES*

*GROWING INTO WOMANHOOD, GROWING INTO MANHOOD*

*PEOPLE NEED PEOPLE*

**RECOMMENDED RESOURCES**

*THE HOLE IN THE FENCE*

*HONEYMOON*

*HOW-DO-U-FEEL*

*THE HUMAN BODY*

*The Human Body I*
*The Human Body II*

*THE HUMAN EYE*

*THE HUMAN STORY*

*I'M TAKING CARE OF MYSELF*

*INSIDE OUT*

*Brothers and Sisters*
*Bully*
*Can Do, Can't Do*
*A Guide For Teachers*
*Home Sweet Home*
*Jeff's Company*
*Strong Feelings*

*IT'S OKAY FOR ME/IT'S OKAY FOR YOU*

*IT'S WONDERFUL BEING A GIRL*

*THE LIFE CYCLE LIBRARY CENTRE*

*NATURALLY, A GIRL*

*NUTRITION, IT'S NOT MAGIC*

*Why Did You Eat That?*
*Why Did You Do That?*
*Why Did You Buy That?*
*Why Did You Have That For Dinner?*

## RECOMMENDED RESOURCES

*SAFETY AND YOU*

*SMOKING AND HEALTH KIT*

*SOOPERGOOP*

*THERE'S A NEW YOU COMIN' FOR BOYS*

*THERE'S A NEW YOU COMIN' FOR GIRLS*

*UP WITH NUTRITION*

*WHAT WOULD YOU LIKE TO BE?*

*TRADE OFFS*

- *Choices*
- *Malcolm Decides*
- *We Decide*

*WINNIE THE POOH ON THE WAY TO SCHOOL*

*YOUR HEALTHY BODY*

*WORLD OF WORK*

## HEALTH RESOURCES - JUNIOR HIGH AND SENIOR HIGH

### RECOMMENDED RESOURCES - JUNIOR HIGH

*FIRST AID, SAFETY ORIENTED: ST. JOHN AMBULANCE ASSOCIATION*

*PSYCHOLOGY FOR LIVING*

### RECOMMENDED RESOURCES - SENIOR HIGH

*MICRO-CHOICES*

*CAREER FACTORY*

*MODERN HEALTH*

*FIRST AID, SAFETY ORIENTED: ST. JOHN AMBULANCE ASSOCIATION*

*PSYCHOLOGY FOR LIVING*

*HOMES WITH CHARACTER*

*SENIOR SIDE OF LIVING*

*SEE HOW THEY GROW*

*CHILD GROWTH AND DEVELOPMENT*

*SURVIVAL: A GUIDE TO LIVING ON YOUR OWN*

*YOUR MARRIAGE AND FAMILY LIVING*

*HOUSING DECISIONS*

*CONTEMPORARY LIVING*

*PARENTING AND CHILDREN*

## MATHEMATICS - ELEMENTARY

### PRESCRIBED RESOURCES

*HOLT MATHEMATICS SYSTEM*

- Book 1
- Book 2
- Book 3
- Book 4
- Book 5
- Book 6

*HOUGHTON MIFFLIN MATHEMATICS*

- Pupil's Workbook Book 1
- Pupil's Workbook Book 2
- Pupil's Text Book 3
- Pupil's Text Book 4
- Pupil's Text Book 5
- Pupil's Text Book 6

### RECOMMENDED RESOURCES

*Teacher's Edition for:*

- *Book 1*
- *Book 2*
- *Book 3*
- *Book 4*
- *Book 5*
- *Book 6*

*Holt Mathematics Sys. Activity Masters*

- *Book 1*
- *Book 2*

*Holt Mathematics Sys. Duplicating Masters*

- *Book 3*
- *Book 4*
- *Book 5*
- *Book 6*

*Calculator Activity Masters (4-6)*

*HOUGHTON MIFFLIN MATHEMATICS*

- *Teacher's Resource Book 1*
- *Teacher's Resource Book 2*
- *Teacher's Resource Book 3*
- *Teacher's Resource Book 4*
- *Teacher's Resource Book 5*
- *Teacher's Resource Book 6*

- *Testing & Practice Masters Book 1*
- *Testing & Practice Masters Book 2*
- *Testing & Practice Masters Book 3*
- *Testing & Practice Masters Book 4*
- *Testing & Practice Masters Book 5*
- *Testing & Practice Masters Book 6*

- *Problem Solving Booklet Book 1 (Consumable)*
- *Problem Solving Booklet Book 2 (Consumable)*
- *Problem Solving Booklet Book 3*
- *Problem Solving Booklet Book 4*
- *Problem Solving Booklet Book 5*
- *Problem Solving Booklet Book 6*

## PRESCRIBED RESOURCES

*MATHWAYS*

*(Copp Clark Pitman)*

Mathways 1
Mathways 2
Mathways 3
Mathways 4
Mathways 5
Mathways 6

*STARTING POINTS IN MATHEMATICS*

*(Ginn)*

Starting Points in Mathematics 1
Starting Points in Mathematics 2
Starting Points in Mathematics 3
Starting Points in Mathematics 4
Starting Points in Mathematics 5
Starting Points in Mathematics 6

## RECOMMENDED RESOURCES

*Teacher's Manual for:*

*Mathways 1*
*Mathways 2*
*Mathways 3*
*Mathways 4*
*Mathways 5*
*Mathways 6*

*Teacher's Supplementary Package for:*

*Mathways 1*
*Mathways 2*
*Mathways 3*
*Mathways 4*
*Mathways 5*
*Mathways 6*

*Teacher's Edition for:*

*Starting Points in Mathematics 1*
*Starting Points in Mathematics 2*
*Starting Points in Mathematics 3*
*Starting Points in Mathematics 4*
*Starting Points in Mathematics 5*
*Starting Points in Mathematics 6*

*Workbook for:*

*Starting Points in Mathematics 3*
*Starting Points in Mathematics 4*
*Starting Points in Mathematics 5*
*Starting Points in Mathematics 6*

**PRESCRIBED RESOURCES**

*STARTING POINTS IN MATHEMATICS*
*(Continued)*

**RECOMMENDED RESOURCES**

*Teacher's Edition Workbook for:*

*Starting Points in Mathematics 3*
*Starting Points in Mathematics 4*
*Starting Points in Mathematics 5*
*Starting Points in Mathematics 6*

*Practice and Extension, Problem Solving, Enrichment Masters for:*

*Starting Points in Mathematics 1*
*Starting Points in Mathematics 2*
*Starting Points in Mathematics 3*
*Starting Points in Mathematics 4*
*Starting Points in Mathematics 5*
*Starting Points in Mathematics 6*

*Achievement Tests (Masters) for:*

*Starting Points in Mathematics 3*
*Starting Points in Mathematics 4*
*Starting Points in Mathematics 5*
*Starting Points in Mathematics 6*

## MATHEMATICS - JUNIOR HIGH

| PRESCRIBED RESOURCES | RECOMMENDED RESOURCES |
|---|---|
| *MATH IS*<br>Math Is/1<br>Math Is/2<br>Math Is/3 | *Answer Key for:*<br>*Math Is/1*<br>*Math Is/2*<br>*Math Is/3*<br>*Teacher's Edition for:*<br>*Math Is/1*<br>*Math Is/2*<br>*Math Is/3* |
| *HOLT MATH*<br>Holt Math 1<br>Holt Math 2<br>Holt Math 3 | *Teacher's Edition for:*<br>*Holt Math 1*<br>*Holt Math 2*<br>*Holt Math 3* |
| *SCHOOL MATH*<br>School Math 1<br>School Math 2<br>Math Probe 1 | *Teacher's Edition for:*<br>*School Math 1*<br>*School Math 2*<br>*Math Probe 1* |
|  | *MATH CONSORTIUM MATERIAL:*<br>*JUNIOR HIGH MATH PROGRAM*<br>*Teacher's Resource Book 7A*<br>*Teacher's Resource Book 7B*<br>*Teacher's Resource Book 8A*<br>*Teacher's Resource Book 8B*<br>*Teacher's Resource Book 9A*<br>*Teacher's Resource Book 9B* |

## PRESCRIBED RESOURCES

## RECOMMENDED RESOURCES

*MATH CONSORTIUM MATERIAL*

*(Continued)*

*Student Exercise Book, 7A*
*Student Exercise Book, 7B*
*Student Exercise Book, 8A*
*Student Exercise Book, 8B*
*Student Exercise Book, 9A*
*Student Exercise Book, 9B*

*Cross Reference Manual 7*
*Cross Reference Manual 8*
*Cross Reference Manual 9*

*HOW TO DEVELOP PROBLEM SOLVING USING A CALCULATOR*

*GUIDELINES FOR THE USE OF CALCULATORS*

*METRIC GUIDE*

## MATHEMATICS - SENIOR HIGH

| PRESCRIBED RESOURCES | RECOMMENDED RESOURCES |
|---|---|
| *MATH IS* | |
| Math Is/4<br>Math Is/5<br>Math Is/6 | *Teacher's Edition of:*<br>*Math Is/4*<br>*Math Is/5*<br>*Math Is/6* |
| *HOLT MATHEMATICS* | |
| Holt Mathematics 4<br>Holt Mathematics 5<br>Holt Mathematics 6 | *Teacher's Edition of:*<br>*Holt Mathematics 4* |
| *MATHEMATICS FOR A MODERN WORLD* | |
| Mathematics For a Modern World, Book 2 | *Mathematics For a Modern World, Book 3*<br>*Answer Key to:*<br>*Mathematics for a Modern World, Book 2*<br>*Mathematics for a Modern World, Book 3* |
| *APPLIED MATHEMATICS FOR TODAY* | |
| Applied Mathematics for Today, Introduction<br>Applied Mathematics for Today, Intermediate<br>Applied Mathematics for Today, Senior | *Teacher's Guide for:*<br>*Applied Mathematics for Today, Introduction*<br>*Applied Mathematics for Today, Intermediate* |
| *MATHEMATICS IN LIFE* | |
| Mathematics In Life | *Mathematics In Life, Teacher's Edition*<br>*Mathematics In Life, Solutions Key* |

| PRESCRIBED RESOURCES | RECOMMENDED RESOURCES |
|---|---|
| *MATHEMATICS PLUS* | |
| Mathematics Plus | *Mathematics Plus, Teacher's Edition*<br>*Mathematics Plus, Answer Key* |
| *PRINCIPLES OF MATHEMATICS, BOOK III* | |
| *MATHEMATICS FOR DAILY USE* | |
| Mathematics For Daily Use, Book 1 | *Mathematics For Daily Use, Book 1, Teacher's Edition* |
| *CONSUMER AND CAREER MATHEMATICS* | |
| *MATHEMATICS YOU NEED* | |
| Mathematics You Need, Book 2 | *Mathematics You Need, Books 1 & 2, Teacher's Guide* |
| *BUSINESS AND CONSUMER MATHEMATICS* | |
| Business and Consumer Mathematics | *Business and Consumer Mathematics, Teacher's Edition* |
| *FOUNDATIONS OF MATHEMATICS FOR TOMORROW, SENIOR* | |
| *FOUR FIGURE TABLES, METRIC* | |
| *MODERN INTERMEDIATE ALGEBRA* | |
| *MATHEMATICAL INDUCTION AND CONIC SECTIONS* | |
| *CALCULUS, COMPLEX NUMBERS AND POLAR CO-ORDINATES* | |

**Prescribed Resources**

*VECTORS, MATRICES AND ALGEBRAIC STRUCTURES*

**Recommended Resources**

*MATHEMATICS FOR A MODERN WORLD*

- *Mathematics For A Modern World, Book 4*
- *Mathematics For A Modern World, Book 4, Answer Key*

*HOW TO DEVELOP PROBLEM SOLVING USING A CALCULATOR*

*GUIDELINES FOR THE USE OF A CALCULATOR*

*METRIC GUIDE*

*FOUNDATIONS OF MATHEMATICS FOR TOMORROW*

- *Foundations of Mathematics for Tomorrow, Introduction*
- *Foundations of Mathematics for Tomorrow, Intermediate*
- *Foundations of Mathematics for Tomorrow, Intermediate, Teacher's Guide*

## PHYSICAL EDUCATION RESOURCES - ELEMENTARY

### PRESCRIBED RESOURCES

*CROSS COUNTRY SKIING*

*ELEMENTARY SCHOOL DANCE*

*ELEMENTARY SCHOOL SKATING*

*THE FITNESS DIMENSION*

*IMPROVISED PLAY THINGS*

*SNOWSHOEING*

*BASIC SKILLS SERIES*

- Basketball-type Games
- Fastball-type Games
- Floor Hockey-type Games
- Folk Dance In The Elementary School
- Football-type Games
- Gymnastics, A Movement Approach
- Hand, Paddle and Racquet-type Games
- K-3 Games
- Orienteering
- Relay Games
- Scoopball Games
- Soccer-type Games
- Tabloid Sports Day
- Track and Field In The Elementary School
- Volleyball-type Games

### RECOMMENDED RESOURCES

*ALLEY CAT; SALTY DOG RAG*

*AMOS MOSES*

*BLAME IT ON THE BOSSA NOVA*

*CREATIVE FOLKDANCE*

*DING DONG DADDY*

*FOLK DANCE FOR BEGINNERS*

*FOLK DANCE FOR ELEMENTARY SCHOOLS*

*FOLK DANCE FOR EVERYONE*

*FOLK DANCE FOR NEAR AND FAR*

*FOLK DANCE FUNDAMENTALS*

*FOLK DANCING FOR KINDERGARTEN AND EARLY PRIMARY GRADES*

*FOLK DANCING FOR UPPER ELEMENTARY AND HIGH SCHOOLS*

*HURRY SKURRY*

*HUSTLE; BUNNY HOP; HOKY POKY*

*JIFFY MIXER/BLAME IT ON THE BOSSA NOVA*

*LISTEN AND MOVE*
*LISTEN AND MOVE AND DANCE*

## RECOMMENDED RESOURCES

5

*MODERN SQUARE DANCING I*

*NEVER ON A SUNDAY*

*PHYSICAL EDUCATION ACTIVITIES FOR THE CLASSROOM*

*PHYSICAL EDUCATION FOR ELEMENTARY SCHOOL CHILDREN, 5TH EDITION,*
*And Sequential Unit, Theme and Lesson Plans*

*RHYTHMICS IN MOVEMENT*

*TENNESSEE WIG WALK/ON THE CAROUSEL*

*TETON MOUNTAIN STAMP*

*THEME DEVELOPMENT FOR MOVEMENT EDUCATION*

*INTRODUCING THE ELEMENTS OF MOVEMENT EDUCATION*

*WATER SAFETY INSTRUCTOR GUIDE AND REFERENCE*

*WHITE SILVER SANDS*

## PHYSICAL EDUCATION RESOURCES - SENIOR HIGH

### RECOMMENDED RESOURCES

*BE WATER WISE*

*CANOEING*

*FIRST AID, SAFETY ORIENTED*

*FIRST AID MANUAL*

*NATIONAL SMALL CRAFT SAFETY INSTRUCTOR GUIDE*

*PHYSICAL EDUCATION, A SPORTS FESTIVAL CURRICULUM GUIDE*

*POWER BOATING*

*PHYSICAL EDUCATION RESOURCE BOOK - COMMONWEALTH GAMES*

*ROWING*

*WELCOME THE WORLD, DIVISION III/IV UNIVERSIADE*

## INDUSTRIAL EDUCATION RESOURCES

PRESCRIBED RESOURCES

WOODWORKING

METALWORKING

GRAPHIC ARTS

ELECTRICITY

DRAFTING

POWER MECHANICS

PLASTICS

WOODWORKING

METALWORKING

PLASTICS

PHOTOGRAPHY

GRAPHIC ARTS

ELECTRICITY

DRAFTING

POWER MECHANICS

A.I.D. BOOKLET: GENERAL

A.I.D. BOOKLET: GRAPHIC-POWER, PHASE I

A.I.D. BOOKLET: MATERIALS, PHASE I

A.I.D. BOOKLET: GRAPHICS-POWER, PHASE II

A.I.D. BOOKLET: MATERIALS, PHASE II

PRESCRIBED RESOURCES

AUTOMOTIVE MECHANICS

AUTOMOTIVE PRINCIPLES AND SERVICE

ENERGY: ELECTRICITY-ELECTRONICS

BASIC ELECTRONICS

HAND AND MACHINE WOODWORKING

CONSTRUCTION-MATERIALS, METHODS, CAREERS

CABINET MAKING AND MILLWORK

GENERAL METALS

SHEET METAL HAND PROCESSES

SHEET METAL MACHINE PROCESSES

MACHINE SHOP TRAINING

MACHINE SHOP OPERATIONS

WELDING

PATTENMAKING AND FOUNDING

GENERAL PLASTICS

FUNDAMENTALS OF TECHNICAL DRAWING

PHOTO-OFFSET FUNDAMENTALS

ADVERTISING GRAPHICS

ARCHITECTURAL DRAWING AND DESIGN FOR RESIDENTIAL CONSTRUCTION

GRAPHIC COMMUNICATIONS

COLOR PHOTOGRAPHY

## PRESCRIBED RESOURCES

PHOTOGRAPHIC EXPLORATIONS

KODAK DATA GUIDE FOR COLOR PHOTOGRAPHY

MECHANICAL DRAWING

ARCHITECTURAL DRAFTING AND DESIGN

GRAPHIC COMMUNICATIONS

PHOTO-OFFSET FUNDAMENTALS

PHOTOGRAPHIC EXPLORATIONS

PHOTO-OFFSET FUNDAMENTALS

PHOTOGRAPHY

THE DESIGN OF ADVERTISING

AUTOMOTIVE MECHANICS

AUTOMOTIVE PRINCIPLES AND SERVICE

AUTO BODY REPAIR AND REFINISHING

THE PRINCIPLES OF AUTO BODY REPAIRING AND REFINISHING

AUTOMOTIVE MECHANICS

AUTOMOTIVE PRINCIPLES AND SERVICE

BUILDING CONSTRUCTION-MATERIALS AND METHODS

CANADIAN ELECTRICAL CODE

APPLICATIONS OF ELECTRICAL CONSTRUCTION

MACHINE SHOP TRAINING

WELDING

HAND AND MACHINE WOODWORKING

## PRESCRIBED RESOURCES

BUILDING CONSTRUCTION-MATERIALS AND METHODS

MACHINE SHOP TRAINING

TECHNOLOGY OF MACHINE TOOLS

WELDING

MODERN WELDING

BLUEPRINT READING FOR WELDERS

PLUMBING FROM THE GROUND UP

MODERN PLUMBING

BLUEPRINT READING FOR PLUMBERS

PLUMBING ESTIMATING HANDBOOK

PRACTICAL LAYOUT FOR THE SHEET METAL SHOP

SHEET METAL HAND PROCESSES

SHEET METAL MACHINE PROCESSES

SHEET METAL PATTERN DRAFTING AND SHOP PROBLEMS

THE PROFESSIONAL COSMETOLOGIST

HAIR STRUCTURE AND CHEMISTRY SIMPLIFIED

SUPERVISION AND MANAGEMENT OF QUALITY FOOD PREPARATION

CLASSICAL COOKING

FOOD PREPARATION FOR HOTELS, RESTAURANTS AND CAFETERIAS

STRUCTURE AND FUNCTION OF THE BODY

BASIC NURSING FUNCTIONS

## PRESCRIBED RESOURCES

THE CANADIAN MOTHER AND CHILD

STUDYING CHILDREN, OBSERVING AND PARTICIPATING

ON DEATH AND DYING

LICIT AND ILLICIT DRUGS

THE HUMAN BODY IN HEALTH AND DISEASE

THE HUMAN BODY IN HEALTH AND DISEASE, STUDENT WORKBOOK

INTERMEDIATE ELECTRICITY

APPLICATIONS OF ELECTRICAL CONSTRUCTION

CANADIAN ELECTRICAL CODE

EXPLORATIONS IN ELECTRICITY AND ELECTRONICS

INTERMEDIATE ELECTRICITY

BASIC ELECTRONICS

TRANSISTOR CIRCUIT APPROXIMATIONS

DIGITAL ELECTRONICS

COLOR T.V. THEORY AND TROUBLESHOOTING

MICROPROCESSORS AND MICROCOMPUTERS

HORTICULTURE FOR PROFIT AND PLEASURE

GROUNDS MAINTENANCE HANDBOOK

SPORTSMANLIKE DRIVING

BEHIND THE WHEEL

## RECOMMENDED RESOURCES

*POWER: PRIME MOVER IN TECHNOLOGY*

*UNDERSTANDING ELECTRICITY AND ELECTRONICS*

*ENERGY: ELECTRICITY/ELECTRONICS*

*HAND AND MACHINE WOODWORKING*

*PHOTO-OFFSET FUNDAMENTALS*

*DRAFTING BASICS*

*SMALL ENGINE MECHANICS*

*AUTOMOTIVE SERVICE AND REPAIR*

*COMPUTER LITERACY: PROBLEM-SOLVING WITH COMPUTERS*

*DIGITAL ELECTRONICS*

*BASIC COMPUTING*

*BUILDING CONSTRUCTION TECHNOLOGY*

*WELDING TECHNOLOGY*

*UNDERSTANDING GRAPHIC ARTS*

*OBJECT AND IMAGE*

*PHOTOGRAPHY*

*BLACK AND WHITE DARKROOM DATA GUIDE*

*DRAFTING BASICS*

*DRAFTING FUNDAMENTALS*

*FUNDAMENTALS OF TECHNICAL DRAWING*

*MECHANICAL ENGINEERING DRAWING STANDARDS*

RECOMMENDED RESOURCES

*UNDERSTANDING GRAPHIC ARTS*

*PHOTOGRAPHY*

*ADVERTISING GRAPHICS*

*GRAPHIC COMMUNICATIONS*

*AUTOMOTIVE MECHANICS FUNDAMENTALS*

*AUTOMOTIVE TECHNOLOGY*

*COLLISION REPAIR GUIDE*

*BUILDING CONSTRUCTION TECHNOLOGY*

*CANADIAN WOOD-FRAME HOUSE CONSTRUCTION*

*ALBERTA BUILDING CODE*

*MACHINING FUNDAMENTALS*

*MACHINE TOOLS METALWORKING*

*FUNDAMENTALS OF OXY-ACETYLENE AND ARC WELDING*

*WELDING TECHNOLOGY*

*WELDING TECHNOLOGY: STUDENT'S MANUAL*

*PLUMBING AND DRAINAGE ACT REGULATIONS*

*PRIVATE SEWAGE DISPOSAL SYSTEMS*

*ILLUSTRATIONS FOR THE 1980 ALBERTA PLUMBING AND DRAINAGE*

*INSTALLATION CODE FOR NATURAL GAS BURNING APPLIANCES*

*INSTALLATION CODE FOR PROPANE BURNING APPLIANCES*

RECOMMENDED RESOURCES

*PIPE FITTERS AND PIPE WELDERS HANDBOOK*

*SHEET METAL SHOP PRACTICE*

*STANDARD TEXTBOOK OF COSMETOLOGY*

*INSTRUCTOR'S MANUAL FOR THE PROFESSIONAL COSMETOLOGIST*

*STUDY GUIDE FOR THE PROFESSIONAL COSMETOLOGIST*

*ANSWERS FOR STUDY GUIDE FOR THE PROFESSIONAL COSMETOLOGIST*

*STATE BOARD REVIEW FOR THE PROFESSIONAL COSMETOLOGIST*

*ANSWERS TO STATE BOARD REVIEW FOR PROFESSIONAL COSMETOLOGIST*

*TEXTBOOK FOR NURSING ASSISTANTS*

*FIRST AID, SAFETY ORIENTED*

*ENERGY: ELECTRICITY/ELECTRONICS*

*BASIC ELECTRICITY: A TEXT-LAB MANUAL*

*ELECTRONIC PRINCIPLES*

*DIGITAL PRINCIPLES AND APPLICATIONS*

*MICROPROCESSORS AND MICROCOMPUTERS*

*FLORAL DESIGN AND ARRANGEMENT*

*TURFGRASS MANAGEMENT*

*ORNAMENTAL HORTICULTURE*

*POWER UNDER CONTROL*

*SPORTSMANLIKE DRIVING - TEACHER'S ED.*

# BUSINESS EDUCATION RESOURCES

## PRESCRIBED RESOURCES

PROGRAMMING IN BASIC

INTRODUCTION TO COMPUTERS AND DATA PROCESSING

CENTURY 21 ACCOUNTING

ACCOUNTING: A SYSTEMS APPROACH

CENTURY 21 ACCOUNTING: ADVANCED COURSE

ELEMENTS OF ACCOUNTING: SENIOR COURSE

20TH CENTURY BOOKKEEPING AND ACCOUNTING, ADVANCED COURSE

OFFICE SYSTEMS AND PROCEDURES

MODERN OFFICE PROCEDURES

OFFICE PROCEDURES 2000

APPLYING THE LAW

TAKE NOTICE

ALL ABOUT LAW

CANADIAN LAW

ISSUES IN CANADIAN LAW

BUSINESS MACHINES OPERATIONS AND APPLICATIONS

OFFICE MACHINES COURSE

THE WORLD OF BUSINESS

BUSINESS IN THE CANADIAN ENVIRONMENT

COMPUTER PROJECTS (APPLE)

## PRESCRIBED RESOURCES

GENERAL BUSINESS AND CONSUMER FUNDAMENTALS

AN INTRODUCTION TO CANADIAN BUSINESS

INTRODUCTION TO MANAGEMENT

INTRODUCTORY MARKETING

MARKETING: A CANADIAN PERSPECTIVE

FORKNER SHORTHAND

FORKNER SHORTHAND OUTLINES FOR THE BUSINESS VOCABULARY

CORRELATED DICTATION AND TRANSCRIPTION

PRINCIPLES OF SPEEDWRITING, LANDMARK SERIES

DICTATION AND TRANSCRIPTION

GREGG SHORTHAND DICTIONARY

GREGG SHORTHAND, DIAMOND JUBILEE SERIES

NEW BASIC COURSE IN PITMAN SHORTHAND

STUDENT'S SHORTHAND DICTIONARY AND PHRASEBOOK

PITMAN SHORTERHAND

WRITING AND TRANSCRIPTION SKILL DEVELOPMENT

GREGG DICTATION, DIAMOND JUBILEE SERIES

## PRESCRIBED RESOURCES

GREGG TRANSCRIPTION, DIAMOND JUBILEE SERIES

BASIC DICTATION

SHORTERHAND SKILLS FOR THE FUTURE

EFFECTIVE ENGLISH FOR BUSINESS COMMUNICATION

MATHEMATICS FOR BUSINESS WITH MACHINE APPLICATIONS

CANADIAN RECORD KEEPING AND BUSINESS PROCEDURES

BUSINESS APPLICATIONS IN TYPEWRITING

PROFESSIONAL APPLICATIONS IN TYPREWRITING

TYPING 300, VOLUME I

TYPING 300, VOLUME II

GREGG TYPEWRITING SERIES 7, BOOK 1

PERSONAL APPLICATIONS IN TYPEWRITING

BUILDING TYPING SKILLS

## RECOMMENDED RESOURCES

*SOLUTIONS MANUAL FOR PROGRAMMING IN BASIC*

*STUDENTS WORKBOOK AND GUIDE TO INTRODUCTION TO COMPUTERS*

*MANUAL TO CENTURY 21 ACCOUNTING*

*ACCOUNTING 10 WORKBOOK FOR CENTURY 21 ACCOUNTING*

*ACCOUNTING 20 WORKBOOK FOR CENTURY 21 ACCOUNTING*

*TEACHER'S EDITION FOR CENTURY 21 ACCOUNTING, CH. 1-22*

*TEACHER'S EDITION FOR CENTURY 21 ACCOUNTING, CH. 23-33*

*WORKING PAPERS 10 FOR ACCOUNTING: A SYSTEMS APPROACH*

*WORKING PAPERS 20 FOR ACCOUNTING: A SYSTEMS APPROACH*

*TEACHER'S RESOURCE BOOK AND KEY TO ACCOUNTING: A SYS.*

*MANUAL TO CENTURY 21 ACCOUNTING: ADVANCED COURSE*

*WORKBOOK 1, CENTURY 21 ACCOUNTING: ADVANCED COURSE, CH. 1-14*

*WORKBOOK 2, CENTURY 21 ACCOUNTING: ADVANCED COURSE, CH. 15-28*

*TEACHER'S EDITION, COMBINED WORKBOOKS, CENTURY 21: ADVANCED*

*WORKING PAPERS I, ELEMENTS OF ACCOUNTING: SENIOR COURSE*

*WORKING PAPERS II, ELEMENTS OF ACCOUNTING: SENIOR COURSE*

RECOMMENDED RESOURCES

*TEACHER'S RESOURCE BOOK, ELEMENTS OF ACCOUNTING: SENIOR*

*TEACHER'S MANUAL TO 20TH CENTURY BOOKKEEPING*

*WORKING PAPERS, CHAPTERS 1-7*

*WORKING PAPERS, CHAPTERS 8-14*

*WORKING PAPERS, CHAPTERS 15-28*

*ALLEN ELECTRONICS SERVICE, ACCOUNTING APPLICATION*

*VILLAGE GARDEN CENTRE BUSINESS SIMULATION*

*TEACHER'S KEY TO VILLAGE GARDEN CENTRE BUSINESS SIMULATION*

*QUADRASONICS BUSINESS SIMULATION SET*

*TEACHER'S KEY TO QUADRASONICS BUSINESS SIMULATION SET*

*NEW HORIZONS, BUSINESS SIMULATION SET*

*TEACHER'S KEY TO NEW HORIZONS, BUSINESS SIMULATIONS SET*

*JUDD PAINT COMPANY*

*ENVIROTROL, BUSINESS SIMULATION SET*

*TEACHER'S KEY TO ENVIROTROL, BUSINESS SIMULATION SET*

*CUSTOM AUTO CENTRE BUSINESS SIMULATION SET*

*TEACHER'S KEY TO CUSTOM AUTO CENTRE BUSINESS SIMULATION*

RECOMMENDED RESOURCES

*TEACHER'S MANUAL TO OFFICE PROCEDURES 2000*

*CANADIAN FILING PRACTICE*

*COMPLETE COURSE IN OFFICE PROCEDURES*

*WORKING PAPERS FOR COMPLETE COURSE IN OFFICE PROCEDURES*

*CASEBOOK FOR APPLYING THE LAW*

*TEACHER'S MANUAL FOR APPLYING THE LAW*

*WORKBOOK FOR TAKE NOTICE*

*TEACHER'S MANUAL FOR TAKE NOTICE*

*STUDENT WORKBOOK FOR ALL ABOUT LAW*

*TEACHER'S MANUAL FOR ALL ABOUT LAW*

*WORKBOOK FOR CANADIAN LAW*

*TEACHER'S MANUAL FOR CANADIAN LAW*

*STUDY GUIDE TO ISSUES IN CANADIAN LAW*

*IN PURSUIT OF JUSTICE*

*GUIDE TO SENTENCING RESOURCES IN ALBERTA*

*TEACHER'S MANUAL FOR THE WORLD OF BUSINESS*

*STUDENT'S WORKBOOK FOR THE WORLD OF BUSINESS*

*INSTRUCTOR'S MANUAL FOR BUSINESS IN THE CANADIAN ENVIRONMENT*

*STUDENT ACTIVITY GUIDE TO GENERAL BUSINESS AND CONS.*

RECOMMENDED RESOURCES

*TEACHER'S RESOURCE BOOK AND KEY TO GENERAL BUSINESS*

*SOLUTIONS MANUAL TO AN INTRODUCTION TO CANADIAN BUSINESS*

*PROJECTS AND ACTIVITIES FOR INTRODUCTORY MARKETING*

*KEY FOR TEXT FOR INTRODUCTORY MARKETING*

*PROJECTS AND ACTIVITIES FOR MARKETING: A CANADIAN PERSPECTIVE*

*TEACHER'S MANUAL FOR MARKETING: A CANADIAN PERSPECTIVE*

*FORKNER SHORTHAND STUDY GUIDE*

*TEACHER'S MANUAL FOR FORKNER SHORTHAND*

*FORKNER SHORTHAND DICTIONARY*

*STUDY GUIDE AND TEST MANUAL FOR CORRELATED TRANSCRIPTION*

*PRINCIPLES OF SPEEDWRITING TEACHER'S MANUAL*

*PRINCIPLES OF SPEEDWRITING WORKBOOK*

*WORKBOOK TO ACCOMPANY GREGG SHORTHAND*

*STUDENT'S TRANSCRIPT OF GREGG SHORTHAND*

*INSTRUCTOR'S HANDBOOK FOR GREGG SHORTHAND*

*KEY TO WORKBOOK FOR GREGG SHORTHAND*

*KEY TO NEW BASIC COURSE IN PITMAN SHORTHAND*

RECOMMENDED RESOURCES

*PITMAN SHORTERHAND DICTIONARY*

*TEACHER'S MANUAL AND KEY FOR CORRELATED DICTATION AND TRANSCRIPTION*

*STUDENT'S TRANSCRIPT OF GREGG DICTATION*

*INSTRUCTOR'S HANDBOOK FOR GREGG DICTATION*

*KEY TO WORKBOOK FOR GREGG TRANSCRIPTION*

*TRANSCRIPTION WORKBOOK TO ACCOMPANY GREGG TRANSCRIPTION*

*WORKBOOK TO ACCOMPANY GREGG TRANSCRIPTION*

*STUDENT'S TRANSCRIPT OF GREGG TRANSCRIPTION*

*INSTRUCTOR'S HANDBOOK FOR GREGG TRANSCRIPTION*

*KEY TO TRANSCRIPTION WORKBOOK OF GREGG DICTATION*

*KEYPOINTS TO SUCCESS*

*BASIC DICTATION, LONGHAND EDITION*

*STUDENT WORKBOOK FOR EFFECTIVE ENGLISH*

*TEACHER'S MANUAL FOR EFFECTIVE ENGLISH*

*MATHEMATICS FOR BUSINESS/MACHINE APPL. WORKBOOK 1*

*MATHEMATICS FOR BUSINESS/MACHINE APPL. WORKBOOK 2*

**RECOMMENDED RESOURCES**

*MATHEMATICS FOR BUSINESS/MACHINES APPL. WORKBOOK 3*

*MATHEMATICS FOR BUSINESS/MACHINE APPL. WORKBOOK 4*

*MATHEMATICS FOR BUSINESS/MACHINE APPL. WORKBOOK 5*

*MATHEMATICS FOR BUSINESS/MACHINE APPL. WORKBOOK 6*

*WORKBOOK CANADIAN RECORD KEEPING AND BUSINESS PROCEDURES*

*TEACHER'S MANUAL TO CANADIAN RECORD KEEPING*

*FAMILY FINANCIAL MANAGEMENT*

*OPEN ROAD CYCLERY PRACTICE SET*

*SERVICE STATION RECORD KEEPING*

*STATIONERY AND BUSINESS FORM FOR BUSINESS APPLICATIONS*

*TEACHER'S MANUAL TO BUSINESS APPLICATIONS*

*STATIONERY AND BUSINESS FORMS FOR PROFESSIONAL APPLICATIONS*

*TEACHER'S MANUAL TO PROFESSIONAL APPLICATIONS*

*TEACHER'S SERVICE MANUAL, TYPING 300*

*LEARNING GUIDES AND WORKING PAPERS, TYPEWRITING 10*

*LEARNING GUIDES AND WORKING PAPERS, TYPEWRITING 20*

**RECOMMENDED RESOURCES**

*LEARNING GUIDES AND WORKING PAPERS, TYPEWRITING 30*

*GREGG TYPEWRITING SERIES 7, TEACHER'S MANUAL*

*TEACHER'S MANUAL TO PERSONAL APPLICATIONS IN TYPING*

*TEACHER'S REFERENCE TO PERSONAL APPLICATIONS IN TYPING*

*PROGRAMMING IN BASIC*

*APPLYING THE LAW*

*CASEBOOK FOR APPLYING THE LAW*

*TEACHER'S MANUAL FOR APPLYING THE LAW*

*PROJECTS AND ACTIVITIES FOR INTRODUCTORY MARKETING*

*PROJECTS AND ACTIVITIES FOR MARKETING: A CANADIAN PERSPECTIVE*

*STUDY GUIDE AND TEST MANUAL FOR CORRELATED TRANSCRIPTION*

*KEY TO NEW BASIC COURSE IN PITMAN SHORTHAND*

*INSTRUCTOR'S HANDBOOK FOR GREGG TRANSCRIPTION*

*STUDENT WORKBOOK FOR EFFECTIVE ENGLISH*

*OPEN ROAD CYCLERY PRACTICE SET*

*GREGG TYPEWRITING SERIES 7, BOOK 1*

*GREGG TYPEWRITING SERIES 7, TEACHER's MANUAL*

## HOME ECONOMIC RESOURCES

### PRESCRIBED RESOURCES

WHAT'S TO EAT

THIS THE LIFE

TRY THIS ON FOR SIZE

GUIDE TO MODERN MEALS

GUIDE TO GOOD FOOD

BASIC NUTRITION AND DIET THERAPY

CONCEPTS IN CLOTHING

COMPLETE GUIDE TO SEWING

EASY, EASIER, EASIEST TAILORING

### RECOMMENDED RESOURCES

*TRY THIS ON FOR SIZE, TEACHER'S GUIDE AND DUPLICATING MASTERS*

*WHAT'S TO EAT RESOURCE BOOK*

*THIS THE LIFE, RESOURCE BOOK*

*FOOD FOR TODAY*

*COMMUNITY POTPOURRI*

*THE RIGHT COMBINATION*

*EXPLORING HOMEMAKING AND PERSONAL LIVING SKILLS*

*COMMUNITY POTPOURRI*

*THE RIGHT COMBINATION*

*CANADIAN COOKBOOK*

*FOOD AND PEOPLE*

*PEOPLE FOOD AND SCIENCE*

*INDIVIDUALITY IN CLOTHING SELECTION AND PERSONAL APPEARANCE*

# SCIENCE RESOURCES - ELEMENTARY

## PRESCRIBED RESOURCES

### *HOUGHTON MIFFLIN SCIENCE PROGRAM*

Houghton Mifflin Science, Level 1
Houghton Mifflin Science, Level 2
Houghton Mifflin Science, Level 3
Houghton Mifflin Science, Level 4
Houghton Mifflin Science, Level 5
Houghton Mifflin Science, Level 6

### *STEM PROGRAM*

*(Addison-Wesley)*

*STEM Science, Book 1*
*STEM Science, Book 2*
*STEM Science, Book 3*
*STEM Science, Book 4*
*STEM Science, Book 5*
*STEM Science, Book 6*

## RECOMMENDED RESOURCES

*Teacher's Guide to:*

*Houghton Mifflin Science, Level 1*
*Houghton Mifflin Science, Level 2*
*Houghton Mifflin Science, Level 3*
*Houghton Mifflin Science, Level 4*
*Houghton Mifflin Science, Level 5*
*Houghton Mifflin Science, Level 6*

*Teacher's Guide to:*

*STEM Science, Book 1*
*STEM Science, Book 2*
*STEM Science, Book 3*
*STEM Science, Book 4*
*STEM Science, Book 5*
*STEM Science, Book 6*

*STEM Science Experience and Record:*

*Book 3, Student's*
*Book 4, Student's*
*Book 5, Student's*
*Book 6, Student's*

*STEM Science Experience and Record:*

*Book 3, Teacher's*
*Book 4, Teacher's*
*Book 5, Teacher's*
*Book 6, Teacher's*

*STEM Science Duplicator Masters:*

*Book 1*
*Book 2*
*Book 3*
*Book 4*
*Book 5*
*Book 6*

## PRESCRIBED RESOURCES

### *EXPLORING SCIENCE SERIES*

*(Doubleday)*

Exploring Science, Orange, Level 1
Exploring Science, Gold, Level 2
Exploring Science, Blue, Level 3
Exploring Science, Brown, Level 4
Exploring Science, Green, Level 5
Exploring Science, Red, Level 6

Prairie Habitat, Teacher's Guide

### *SOCIETY, ENVIRONMENT AND ENERGY DEVELOPMENT STUDIES*

*(Energy Literacy Series)*

S.E.E.D.S. Student Text, Grade 1
S.E.E.D.S. Student Text, Grade 2
S.E.E.D.S. Student Text, Grade 3
S.E.E.D.S. Student Text, Grade 4
S.E.E.D.S. Student Text, Grade 5
S.E.E.D.S. Student Text, Grade 6

S.E.E.D.S. Teacher's Resource Package for:

- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6

## RECOMMENDED RESOURCES

*Prairie Habitat, Teacher's Guide*

*Teacher's Guide to:*

- *Exploring Science, Orange, Level 1*
- *Exploring Science, Gold, Level 2*
- *Exploring Science, Blue, Level 3*
- *Exploring Science, Brown, Level 4*
- *Exploring Science, Green, Level 5*
- *Exploring Science, Red, Level 6*

*Activities for Exploring Science:*

- *Brown, Level 4, Student's*
- *Green, Level 5, Student's*
- *Red, Level 6, Student's*

*Activities for Exploring Science:*

- *Brown, Level 4, Answer Key*
- *Green, Level 5, Answer Key*
- *Red, Level 6, Answer Key*

## PRESCRIBED RESOURCES

### *EXAMINING YOUR ENVIRONMENT*
(Holt)

Ecology in Your Community
Miniclimates
Pollution
The Dandelion
Birds
Your Senses
Small Creatures
Mapping Small Places

### *ELEMENTARY SCIENCE STUDY*
*(McGraw)*

Growing Seeds, Teacher's Guide
Light and Shadows, Teacher's Guide
Life of Beans and Peas, Teacher's Guide
Clay Boats, Teacher's Guide
Sink of Float, Teacher's Guide
Starting From Seeds, Teacher's Guide
Brine Shrimp, Teacher's Guide
Gases abd Airs, Teacher's Guide
Gases and Airs, Teacher's Kit
Balloons and Gases, Teacher's Guide
Balloons and Gases, Class Kit 1
Changes, Teacher's Guide
Attribute Games, Teacher's Guide
Attribute Games, Cards
Attribute Games, Stickers
Attribute Games, A Blocks
Attribute Games, People Pieces
Attribute Games, Colour Cubes
Attribute Games, Materials
Pond Water, Teacher's Guide
Small Things, Teacher's Guide
Ice Cubes, Teacher's Guide
Behaviour of Mealworms, Teacher's Guide
Coloured Solutions, Teacher's Guide
Optics, Teacher's Guide
Optics, Two Light Sources
and Accessories

## RECOMMENDED RESOURCES

*Teacher's Guide to:*
*Ecology in Your Community*
*Miniclimates*
*Pollution*
*The Dandelion*
*Birds*
*Your Senses*
*Small Creatures*
*Mapping Small Places*
*Running Water, Student's Text*
*Snow and Ice, Student's Text*
*Running Water, Teacher's Guide*
*Trees, Teacher's Guide*
*Snow & Ice, Teacher's Guide*
*Astronomy, Teacher's Guide*

*Structures, Teacher's Resource Guide*
*Batteries and Bulbs 11, T.R.G.*
*Stream Tables, T.R.G. & Cards*
*Rocks and Charts, T.R.G.*
*Drops, Streams & Containers, T.R.G.*
*Pendulums, T.R.G.*
*Mapping, Teacher's Resource Guide*
*Microgardening, T.R.G.*
*Eggs and Tadpoles, T.R.G.*
*Tracks, Teacher's Resource Guide*
*Daytime Astronomy, T.R.G.*
*Budding Twigs, T.R.G.*

## PRESCRIBED RESOURCES

Mystery Powders, Teacher's Guide
Whistles and Strings, Teacher's Guide
Musical Instrument Recipe Book
Batteries and Bulbs, Teacher's Guide
Heating and Cooling, Teacher's Guide
Heating and Cooling, 10-student Kit
Kitchen Physics, Teacher's Guide
Kitchen Physics, Teacher's Kit-Class Equipment Package

### *SCIENCE IN ACTION SERIES*

*(McGraw)*

The Outdoors: Studies for Open Places
Studying Streams
Studying Plants
Studying Mammals

### *RAND McNALLY SCIIS*

*(Delta Education Inc.)*

*Physical/Earth Science Sequence*

Complete Kit for:

- Level 1 - Material Objects
- Level 2 - Interaction and Systems
- Level 3 - Subsystems and Variables
- Level 4 - Relative Position and Motion
- Level 5 - Energy Sources
- Level 6 - Scientific Theories

## RECOMMENDED RESOURCES

*Teacher's Guide for:*

- *Level 1 - Material Objects*
- *Level 2 - Interaction and Systems*
- *Level 3 - Subsystems and Variables*
- *Level 4 - Relative Position and Motion*
- *Level 5 - Energy Sources*
- *Level 6 - Scientific Theories*

*Package of 8 student manuals for:*

- *Level 1 - Material Objects*
- *Level 2 - Interaction and Systems*
- *Level 3 - Subsystems and Variables*
- *Level 4 - Relative Position and Motion*
- *Level 5 - Energy Sources*
- *Level 6 - Scientific Theories*

| **PRESCRIBED RESOURCES** | **RECOMMENDED RESOURCES** |
|---|---|
| *RAND MCNALLY SCIIS (continued)* | |
| *Life/Earth Science Sequence* | |
| Complete Kit for:<br>Level 1 - Organisms<br>Level 2 - Life Cycles<br>Level 3 - Populations<br>Level 4 - Environments<br>Level 5 - Communities<br>Level 6 - Ecosystems | *Teacher's Guide for:*<br>*Level 1 - Organisms*<br>*Level 2 - Life Cycles*<br>*Level 3 - Populations*<br>*Level 4 - Environments*<br>*Level 5 - Communities*<br>*Level 6 - Ecosystems* |
| | *Package of 8 student manuals for:*<br>*Level 1 - Organisms*<br>*Level 2 - Life Cycles*<br>*Level 3 - Populations*<br>*Level 4 - Environments*<br>*Level 5 - Communities*<br>*Level 6 - Ecosystems* |
| *SCIENCE. . . A PROCESS APPROACH II*<br>*(Delta Education Inc.)* | |
| Complete Kit for:<br>Grade 1 - Modules 1-15<br>Grade 2 - Modules 16-30<br>Grade 3 - Modules 31-45 | *Extra expendables and spare instruction booklets for each* |
| *MACDONALD SCIENCE 5/13 SERIES*<br>*(GLC)* | |
| Early Experiences, Stage 1<br>Change: Stages 1 and 2 and Background<br>Early Explorations - Using the Environment<br>Investigations, Part 1 - Using the Environment<br>Investigations, Part 2 - Using the Environment | *Time: Stages 1 & 2 and Background*<br>*Trees: Stages 1 & 2*<br>*Ourselves: Stages 1 & 2*<br>*Minibeasts: Stages 1 & 2* |

**PRESCRIBED RESOURCES**

*MACDONALD SCIENCE 5/13 SERIES*
*(Continued)*

Tackling Problems, Part 1 - Using the Environment
Tackling Problems - Part 2 - Using the Environment

**RECOMMENDED RESOURCES**

*WEDGE RESOURCES* *(Western Education Development Group)*

*There's Dirt in the Forest*
*The Snow Book*
*Seeing Through Trees*
*The Pond Book*
*The Creek Book*
*Science on a Kite String*
*The Jolly Green Classroom*
*Grounds for Erosion*
*Kids and Kites*

*WILD MAMMALS OF WESTERN CANADA*

## SCIENCE RESOURCES - JUNIOR HIGH

| PRESCRIBED RESOURCES | RECOMMENDED RESOURCES |
|---|---|
| *LIFE SCIENCE, A PROBLEM SOLVING APPROACH*<br>*(Ginn)* | |
| Life Science, A Problem Solving Approach | *Life Science, A Problem Solving Approach, Teacher's Edition* |
| *LIFE SCIENCE: CHALLENGES TO SCIENCE*<br>*(McGraw-Hill)* | |
| Life Science: Challenges to Science | *Life Sciences: Challenges to Science, Teacher's Guide* |
| *PRAIRIE HABITAT: UNIT #10* | |
| Prairie Habitat: Unit #10 | *Prairie Habitat: Unit #10, Teacher's Guide* |
| *EARTH SCIENCE: CHALLENGES TO SCIENCE*<br>*(McGraw-Hill)* | |
| Earth Science: Challenges to Science | *Earth Science: Challenges to Science, Teacher's Edition* |
| *EARTH SCIENCE: SPACESHIP EARTH* | |
| Earth Science: Spaceship Earth | *Earth Science: Spaceship Earth Teacher's Edition* |
| *PHYSICAL SCIENCE INVESTIGATIONS*<br>*(Houghton)* | |
| Physical Science Investigations | *Physical Sciences Investigations, Teacher's Guide* |
| *PHYSICAL SCIENCE, A PROBLEM SOLVING APPROACH* *(Ginn)* | |
| Physical Science, A Problem Solving Approach | *Physical Science, A Problem Solving Approach, Teacher's Edition* |

| PRESCRIBED RESOURCES | RECOMMENDED RESOURCES |
|---|---|
| *PHYSICAL SCIENCE: INTERACTIONS OF MATTER AND ENERGY* (Heath) | |
| Physical Science: Interactions of Matter and Energy | *Physical Science: Interactions of Matter and Energy, Teacher's Manual* |
| *PHYSICAL SCIENCE - AN INTRODUCTORY STUDY* | |
| Physical Science - An Introductory Study | *Physical Science - An Introductory Study, Teacher's Guide* |

## RECOMMENDED RESOURCES

### *INVESTIGATING THE EARTH*

*Investigating The Earth*
*Investigating The Earth, Teacher's Edition*

### *YOU AND THE ENVIRONMENT: AN INVESTIGATIVE APPROACH*

### *LIFE: ACTIVITIES AND EXPLORATIONS*

### *FOCUS ON LIFE SCIENCE*

### *INTERACTION OF MAN AND THE BIOSPHERE*

### *LIFE SCIENCE: SPACESHIP EARTH*

### *EXPLORING LIFE SCIENCE*

### *WILDFLOWERS ACROSS THE PRAIRIES*

### *WILD MAMMALS OF WESTERN CANADA*

### *FOCUS ON EARTH SCIENCE*

### *EARTH SPACE SCIENCES*

### *PHYSICAL SCIENCE: SPACESHIP EARTH*

### *INTERACTION OF MATTER AND ENERGY*

### *BIOLOGY KEYS*

*Key to Alberta Amphibia, Some Fresh-Water Invertebrates*
*Key to Aquatic Mollusks of Alberta Prairies and Parklands*

## RECOMMENDED RESOURCES

### *BIOLOGY KEYS (Continued)*

*Key to the Bryophytes of Alberta Prairies and Parklands*
*Key to the Families of Alberta Fishes*
*Key to the Mammals of Alberta*
*Key to the Mammals of Alberta*
*Key to the Principal Groups of Alberta Insects*
*Key to the Tree-Dwelling Lichens of Alberta Prairies and Parklands*

### *SOCIETY, ENVIRONMENT AND ENERGY DEVELOPMENT STUDIES*

*S.E.E.D.S. Nonrenewable Sources of Energy, Student Book*
*S.E.E.D.S. Renewable Sources of Energy, Student Book*
*S.E.E.D.S. Sources of Electrical Energy, Student Book*
*S.E.E.D.S. Nonrenewable Sources of Energy, Teacher's Resource*
*S.E.E.D.S. Renewable Sources of Energy, Teacher's Resource*
*S.E.E.D.S. Sources of Electrical Energy, Teacher's Resource*

## SCIENCE RESOURCES (BIOLOGY) - SENIOR HIGH

| PRESCRIBED | RECOMMENDED |
|---|---|
| Biological Science, An Inquiry into Life, BSCS Yellow Version | *Biological Science, An Inquiry Into Life: Teacher's Manual* |
| BSCS High School Biology, Green Version | *BSCS High School Biology, Teacher's Edition* |
| Modern Biology (82 Ed.) | *Modern Biology, Teacher's Guide* |
| | *Wildflowers Across the Prairies* |
| | *Wild Mammals of Western Canada* |
| Biology | *Instructors Manual to Investigations in Biology* |
| Foundations of Biology | *Instructors Manual to Biology* |
| Investigations In Biology (Lab Book) | *BIOLOGY KEYS*<br>*Key to Alberta Amphibia, Some Fresh-Water Invertebraes, Reptiles*<br>*Key to Aquatic Mollusks of Alberta Prairies and Parklands*<br>*Key to Bryophytes of Alberta Prairies and Parklands*<br>*Key to Families of Alberta Fishes*<br>*Key to the Mammals of Alberta*<br>*Key to the Principal Groups of Alberta Insects*<br>*Key to the Tree-Dwelling Lichens of Alberta Prairies and Parklands* |
| Biology (Silver Burdett) | *Biology (Silver Burdett) Teacher's Ed.* |
| Biology: Living Systems | *Biology: Living Systems Teacher's Ed.* |
| Laboratory Biology: Investigating Living Systems | *Laboratory Biology: Investigating Living Systems. Teacher's Ed.* |
| | *Student Laboratory Guide to Biological Science, An Inquiry Into Life* |

## SCIENCE RESOURCES (SCIENCE 11) - SENIOR HIGH

| PRESCRIBED | RECOMMENDED |
|---|---|
| Principles of Science, Book 2 | *Principles of Science Book two "A Learning Strategy for the Laboratory" Teacher's Ed.* |
| Principles of Science, Book Two "A Learning Strategy for the Labatory" | *Principles of Science: Book Two, Teacher's Annotated Ed.* |
| | *Principles of Science: Book Two, "Activity Centred Program" T.G.* |
| | *Principles of Science: Book Two, "Spirit Duplicating Masters"* |
| *ISIS MATERIALS* | |
| Eye and Vision | *Eye and Vision, Teacher's Annotated Ed.* |
| Fire | *Fire, Teacher's Annotated Ed.* |
| Food and Micro-Organisms | *Food and Micro-Organisms, Annot. T.E.* |
| Fossil Fuels | *Fossil Fuels, Teacher's Ann. Ed.* |
| Generation Link | *Generation Link, A.T.E.* |
| Getting Enough Oxygen | *Getting Enough Oxygen, A.T.E.* |
| Gut Reactions | *Gut Reactions, A.T.E.* |
| Heart Attack | *Heart Attack, A.T.E.* |
| Household Energy | *Household Energy, A.T.E.* |
| Housepower | *Housepower, A.T.E.* |
| It's All Air | *It's All Air, A.T.E.* |
| Keeping Fit | *Keeping Fit, A.T.E.* |
| Kitchen Chemistry | *Kitchen Chemistry, A.T.E.* |
| Know the Bug | *Know the Bug, A.T.E.* |
| Know Your Car | *Know Your Car, A.T.E.* |
| Let's Eat | *Let's Eat, A.T.E.* |
| Nerves in Action | *Nerves in Action, A.T.E.* |
| Packaging Passengers | *Packaging Passengers, A.T.E.* |
| Physics of Sport | *Physics of Sport, A.T.E.* |
| Plants Indoors | *Plants Indoors, A.T.E.* |
| Sharing the Earth | *Sharing the Earth, A.T.E.* |
| Sounds of Music | *Sounds of Music, A.T.E.* |
| Touch the Earth | *Touch the Earth, A.T.E.* |
| Birth and Growth | *Birth and Growth, A.T.E.* |
| Human Reproduction | *Human Reproduction A.T.E.* |
| | *Eye and Vision, Test Duplicating Masters* |
| | *Fire, " " "* |
| | *Food & Micro-Organisms, T.D.M.* |
| | *Fossil Fuels, Test Duplicating Masters* |
| | *Generation Link " " "* |
| | *Getting Enough Oxygen T.D.M.* |
| | *Gut Reaction, Test Duplicating Masters* |
| | *Heart Actack, " " "* |
| | *Household Energy " " "* |
| | *Housepower, " " "* |
| | *It's All Air, " " "* |

RECOMMENDED

Keeping Fit, Test Duplicating Masters
Kitchen Chemistry T.D.M.
Know the Bug, Test Duplicating Masters
Know Your Car " " "
Let's Eat " " "
Nerves In Action " " "
Packaging Passengers T.D.M.
Physics of Sport, T.D.M.
Plants Indoors, T.D.M.
Sharing the Earth T.D.M.
Sounds of Music T.D.M.
Touch the Earth T.D.M.
Birth and Growth T.D.M.
Human Reproduction T.D.M.

Individual Science Instructional System
"Managing ISIS" (Teacher's Handbook)
Chemistry of Common Substances

Chemistry of Common Substances T.G.

Action Biology
Action Biology T.G.

## SCIENCE RESOURCES (PHYSICS) - SENIOR HIGH

| PRESCRIBED | RECOMMENDED |
|---|---|
| **PHYSICS 10-20-30** | |
| Motions, Physics: A Human Endeavour (Unit 1) | *Motion in the Heavens, Physics: A Human Endeavour (Unit 2)* |
| Energy & Conservation, Physics: A Human Endeavour (Unit 3) | *Solar Energy: Solar Energy for the 80's*<br>*Solar Energy: Solar Energy for the 80's Teacher's Guide* |
| Project Physics: Unit 4, Light & Electro Magnetism | |
| Project Physics: Unit 5, Models of the Atom | |
| Project Physics: Resource Book | |
| **PHYSICS 22-32** | |
| Physics, An Experimental Science | *Laboratory Manual for Physics, An Experimental Science* |

## SCIENCE RESOURCES (CHEMISTRY) - SENIOR HIGH

| PRESCRIBED | RECOMMENDED |
|---|---|
| CHEMSITRY 10-20-30 | |
| Keys to Chemistry | *Keys to Chemistry, Teacher's Guide* |
| Laboratory Keys to Chemistry | *Laboratory Keys to Chemistry, T.G.* |
| Keys to Organic Chemistry | *Keys to Organic Chemistry, T.G.* |
| | *Modern Chemistry* |
| Chemistry: Experiments & Principles | *Chemistry: Experiments & Principles Teacher's Guide* |
| Laboratory Manual for Chemistry: Experiments & Principles | *Laboratory Manual for Chemistry: Experiments & Principles T.G.* |
| Proton Chemistry: the reactions of acids and bases | *The Nature of Matter* |
| | *Chemistry Today* |
| | *Reactions & Reason* |
| | *Diversiry & Periodicity* |
| | *Diversity & Periodicity T.G.* |
| | *Chemistry of Metallurgy* |
| | *Chemistry of Man & Molecules* |
| | *Chemistry of Photography* |
| | *Chemistry of Modern Perspective* |
| | *Alberta Chemical Industries* |
| | *Potentially Hazardous Chemicals* |
| | *Communities of Molecules* |
| | *Form and Function*<br>*Form and Function T.G.* |
| | *Molecules in Living Systems* |
| | *Water, Chemistry & Ecology* |
| | *The Delicate Balance* |

| | *RECOMMENDED* |
|---|---|
| | *Chemistry of the Car* |
| | *Keys to Environmental Chemistry* |
| | *Analytical Chemistry* |
| | *World of Carbon: Organic Chemistry* |
| | *Keys to Oxidation-Reduction* |
| | *Chemistry: A Science for Today* |
| | *Chemistry, Man & Society* |
| | *Environmental Chemistry* |
| | *Chemical Bonding* |
| | *Foods & Their Analogs* |
| | *Athabasca Tar Sands* |
| | *Ethylene & Its Derivatives* |
| | *Nuclear Chemistry* |
| | *Alchem Elective Units T.G.* |
| | *Metallurgy and Corrosion* |
| | *Acids and Bases* |
| | *Oxidation and Reduction* |
| | *Chemistry of Carbon* |
| | *Principles of Chemical Equilibrium* |
| | *Rates of Chemical Reactions* |
| Alchem 10 | *Alchem 10, Teacher's Guide* |
| Alchem 20 | *Alchem 20, Teacher's Guide* |
| Alchem 30 | *Alchem 30, Teacher's Guide* |

# COMPUTER LITERACY RESOURCES

## RECOMMENDED RESOURCES

*THE TOMORROW CITY*

*BE A COMPUTER LITERATE*

*THE STAR WARS QUESTION AND ANSWER BOOK ABOUT COMPUTERS*

*COMPUTERS*

*MY FRIEND THE COMPUTER*

*THE TURTLE'S SOURCEBOOK*

*APPLE LOGO IN THE CLASSROOM*

*COMPUTER LITERACY #1 - INPUT, PROCESSING, OUTPUT*

*COMPUTER LITERACY #2 - COMPUTERS, CALCULATORS AND GAMES*

*COMPUTER LITERACY #3 - COMPUTERS AND YOU*

## SOCIAL STUDIES RESOURCES - ELEMENTARY

### PRESCRIBED

*DISCOVERY BOOK SERIES*
- You are Special
- Growing Always Seems to Be Up
- Helping Makes Me Happy
- The Mad Book
- The Sad Book
- Do You Ever Get Scared?
- What Mothers Do
- What Fathers Do
- Sun Neen, the Best Time of the Year
- Hanukkah, the Festival of the Lights

*CONNECTIONS IN SOCIAL STUDIES SERIES*
- Can You Tell It's Me?
- Can You Tell We Are A Family?

My Family and Me (Kit)

*WORLD OF ME SERIES*
- Activity Print 1
- Activity Print II

*DISCOVERY BOOKS SERIES*
- On the Safe Side
- My Police Friends
- My Health Friends
- A Workday in the City
- A Farmer is a Friend

*CONNECTIONS IN SOCIAL STUDIES SERIES*

Can You Tell Where I Live?

Basic Concepts In Social Studies III (Kit)

Camel Herders of North African Desert

Worldview (Kit)

### RECOMMENDED

*Should I Be Like Others? (Teaching Unit 1A)*

*Developing Understanding of Self & Others DUSO Kit D-1*

*Focus on Self-Development, Stage 1, Awareness (Kit)*

*Ourselves, Stages 1 & 2*

*Free to Be . . . You and Me*

*Project Five to Nine*

*WINDOWS ON OUR WORLD SERIES*
- *Me, Media Kit*
- *Me, Teacher's Annotated Edition*
- *Me, Activity Sheets*

*CONNECTIONS IN SOCIAL STUDIES SERIES*
- *Can You Tell We Are A Family? T.G.*
- *Can You Tell It's Me? T.G.*

*WINDOWS ON OUR WORLD SERIES*
- *Things We Do Text*
- *Things We Do Teacher's Edition*

*Should All Family Members Be Treated Alike (Teaching Unit 1B)*

*WORLD OF ME SERIES*
- *Teacher's Resource Book*
- *Audio Visual Kit*

*IN YOUR COMMUNITY SERIES*
- *Policeman*
- *Letter Carrier*
- *Fire Fighter*

*WINDOWS ON OUR WORLD SERIES*
- *The World Around Us Text*
- *The World Around Us Teachers Ed.*

*WOMEN AT WORK SERIES*
- *Myra Builds A House*
- *Maryon Makes Shapes*
- *Ellie Sells Fish*
- *Dr. Mary's Animals*

*CONNECTIONS in SOCIAL STUDIES SERIES*
- *Can You Twll Where I Live? T.G.*

*Maps for Mandy & Mark*

| PRESCRIBED | RECOMMENDED |
|---|---|
| | *What Rules Should We Have In Our Community? (Teaching Unit 2A)* |
| | *Why We Have Laws: Shiver, Gobble and Snore (Film)* |
| | *SOCIAL and ENVIROMENTAL STUDIES SERIES* |
| | *The Brambles* |
| | *Travels with Mr. Tremors* |
| | *Spookane Estate* |
| | *Teachers' Manual to Beaver Hill Books* |
| | *The Changing Countryside (Picture Set)* |
| | *The Changing City (Picture Set)* |
| | *Should Some Services Be Provided in All Communities? (Teaching Unit 2C)* |
| Cities Are For People | *Let's Make Maps, A Pre-Atlas Workbook* |
| | *SOCIAL and ENVIROMENTAL STUDIES SERIES* |
| | *Canada Close-Up Kit* |
| | *Canada Close-Up - Coast to Coast* |
| | *Canada Close-Up - People of the Plains* |
| | *Canada Close-Up - Je Suis Candien* |
| | *Canada Close-Up - T.R.B.* |
| | *CANADA: OUR ROOTS & ENVIRONMENT SERIES* |
| | *Canada: Our People* |
| | *Canada: Our Home* |
| | *Teacher's Guidebook to Canada: Our Home* |
| | *Should We Work Alone or Together? (Teaching Unit 3B)* |
| | *The Pioneer Community At Work (Kit)* |
| | *People Call It Home* |
| | *COMMUNITY SERIES (Films)* |
| | *Neighborhoods* |
| | *Business* |
| | *Services* |
| *KANATA SERIES* | *This Land: Alberta* |
| **Albertans: Past, Present Future (Text)** | *How Should Albertans Use Their Natural Resources: (Teaching Unit 4A)* |
| | *A Prairie Boy's Winter* |
| | *A Prairie Boy's Summer* |

**PRESCRIBED**

*GROWTH OF A NATION SERIES*
Life in New France
Life of the Loyalists
The Fur Trade
Life in Acadia
Northwest Mounted Police
Growth of a Nation Study Prints

Settling the West (Kit)
Canada: Growth of A Nation

Canada (Kit)
Canada: This Land of Ours

Canada's Nearest Neighbor: The United States
Neighbours: The United States and Canada

*PEOPLE OF THE PAST SERIES*
The Aztecs

*MODERN KNOWLEDGE LIBRARY SERIES*
Ancient Greece
The Incas
Ancient Rome

Exploring Civilizations, A Discovery Approach

*PEOPLE IN CHANGE SERIES*
South Asia

Living in China

Here's How It Happens, How Governments Work in Canada

**RECOMMENDED**

*GROWTH of NATION SERIES*
*In the Pioneer Home*
*Building a New Life*

*CANADIAN VANISHING COMMUNITY SERIES*
*Fishermen and Traders of the North Pacific Coast*
*Cultivators and Traders of the Eastern Woodland*
*Hunters and Gatherers of the Central Artic*
*Hunters and Gatherers of the Western Plains*

*Settlers of North America (Kit)*
*Canada from Sea to Sea (Kit)*
*Canada and You: A Workbook of Map & Globe Skills*

*Should Canada's Regions Share Their Natural Resources? (Teaching Unit 5B)*
*Canadian Communities, Student Text*
*Canadian Communities, Teacher's Manual*
*Canada: This Land of Ours, Teacher's Ed.*

*Should Canadians Try To Be Similar To or Different from Americans? (Teaching Unit 5C)*
*Canada's Nearest Neighbor: The United States, Teacher's Handbook*
*Neighbours: The United States and Canada, Teacher's Guide*
*Our Nearest Neighbour, The United States - Audio Series, T.G.*
*How Should People Meet Their Basic Needs? (Teaching Unit 6A)*
*Civilizations of the Past: Peoples and Culture*

*KNOWING ANCIENT HISTORY SERIES*
*Ancient Egypt*
*Ancient Greece*
*Ancient Rome*

*PEOPLES OF THE PAST SERIES*
*The Greeks*
*The Romans*
*The Egyptians*

*Secrets From the Past (Text & Activities Sheets)*

**PRESCRIBED**

Working Together (Old Ed.)
Working For Canadians (New Ed.)
The Structure of Government (Kit)

**RECOMMENDED**

*PICTURE THE PAST SERIES*
*Gods, Greeks & Romans*

*Ancient Civilization (Kit)*
*Exploring Civilizations, A Discovery Approach: Teacher's Guide*

*Should the People of China and Canada Solve Their Problems in Similar Ways? (Teaching Unit 6B)*

*Culture Realms of the World: South East Asia*

*Families of Asia (Kit)*
*Indonesia: Meeting Human Needs*

*SOCIAL & ENVIROMENTAL STUDIES SERIES*
*The World of People: The Eastern Hemisphere*

*China's Way: The Commune as an Idea for Change, Student Text*
*China's Way: The Commune as an Idea for Change, Teacher's Guide*
*China Study Print Program*

*A GLIMPSE OF MODERN CHINA*
*Education in China (Kit)*
*What is A Commune? (Kit)*

*Pictorial Images of China Today (Kit)*

*PEOPLE IN CHANGE SERIES*
*East Asia*
*East Asia - Teacher's Guide*
*South Asia - Teacher's Guide*
*Introduction to People in Change (Teacher's Guide)*

*Life in the People's Republic of China (Kit)*
*China (Fitzhenry & Whiteside)*

*Working for Canadians, Teacher's Manual*

*From Citizen to Citizen - videotapes and Teacher's Manual*

## SOCIAL STUDIES RESOURCES - JUNIOR HIGH

### PRESCRIBED

Marooned: An Examination of Culture (Kit) 1979 Edition

Pygmies of the Ituri Forest

*SURVIVING PEOPLES SERIES*
Aborigines

The Metis People of Canada: A History

*MULTICULTURAL CANADA SERIES:*
- The Italian Canadians
- The Japanese Canadians
- The Ukrainian Canadians
- The Mennonite Canadians
- The Scottish Canadians
- The Chinese Canadians

*WESTERN CIVILIZATION SERIES:*
Imperialism and the Emerging Nations

*GLOBAL INSIGHTS: PEOPLE & CULTURE SERIES*
India
Sub-Saharan Africa

Tradition and Modernization in Asia and Africa (Kit)

Flashback Canada

### RECOMMENDED

*Learning About Peoples and Cultures*
*How To Study Cultures: A Unit of Study (Kit)*
*Through Whose Eyes Should We View the Aborigines? (Teaching Unit 7B)*
*Pygmies of the Ituri Forest, T.G.*

*The Arctic Through Eskimo Eyes (Kit)*
*The Canadian Mosaic (Kit)*
*To the Promised Land: Contributions of Ukrainians to Canadian Society*
*Minority Canadians: Ethnic Groups (Teacher's Reference)*

*SURVIVING PEOPLES SERIES:*
*Eskimos*

*High Arctic Heritage (Kit)*
*Land of Pain, Pand of Promise, First Person Accounts by Ukrainian Pioneers 1891 - 1914*

*MULTICULTURAL CANADA SERIES*
- *The Italian Canadians - Teacher's Resource Book*
- *The Japanese Canadians - Teacher's Resource Book*
- *The Ukrainian Canadians - Teacher's Resource Book*
- *The Mennonite Canadians - Teacher's Resource Book*

*Multicultural Canada: A Teacher's Guide to Ethnic Studies*
*Polish Heritage in Alberta*

*CANADIANA SCRAPBOOK SERIES*
- *A Nation Beckons: Canada 1896-1914*
- *A Nation Launched: MacDonald's Dominion 1867 - 1896*

*FOCUS ON CANADIAN HISTORY SERIES*
*Rebellions in Canada*

*Government and You*

*How Should We Relate to Our Legal System? (Teaching Unit 8B)*

**PRESCRIBED**

*WESTERN CIVILIZATION SERIES*
The Growth of Industrialization

People, Technology and Change
The Impact of the Industrial Revolution

The Soviet World (Kit)
The Soviet Union
Across Canada: Resources & Regions
The Technology Connection: The Impact of Technology on Canada

**RECOMMENDED**

*CANADA: ORGINS & OPTIONS SERIES*
*Our Legal Heritage*
*You and Your Government*

*CANADIANS SERIES:*
*George Brown*
*E. Cora Hind*
*R.B. Bennett*

*This Law of Ours*
*All About the Law: Exploring the Canadian Legal System*

*Mock Trial Kit*

*What Glorious Times They Had: Nellie McClung, A Satire*

*WE BUILT CANADA SERIES*
*Nellie McClung & Women's Rights*
*The Mounties & Law Enforcement*
*John A. MacDonald and Confederation*

*Should a Competitive Culture Be Able to Force Another to Change? (Teaching Unit 8C)*

*WESTERN CIVILIZATION SERIES:*
*Teaching Guide, Inquiry: Western Civilization (to be used with Imperialism & the Emerging Nations)*
*Colonialism, A Case Study: Namibia (Film)*

*BLACK MAN'S LAND SERIES (Films)*
*White Man's Country*
*Kenyatta*

*Spotlight on Development: Kenya, Malaysia, Algeria (Kit)*

*PEOPLE OF THE WORLD SERIES*
*Kenya*

*Kenya: Focus on Nationalism*

*Should We Limit Industrial Growth? (Teaching Unit 9A)*
*Then and There Source Books: The Industrial Revolution*
*Dimensions of Change (Kit)*
*The Impact of the Industrial Revolution (Teacher's Guide)*
*Japan: Asia's Economic Super Power (Kit)*

**PRESCRIBED**

**RECOMMENDED**

*WESTERN CIVILIZATION SERIES*
*Teaching Guide, Inquiry:*
*Western Civilization (to be used with The Growth of Industrialization)*

*WE BUILT CANADA SERIES*
*R.B. Russell & the Labour Movement*

*Living with Technology: Can We Control Applied Science? (Kit)*
*The Rise of Organized Labour*

*Should Government Restrict Personal Freedoms in the Interest of the State: (Teaching Unit 9B)*

*Journey Across Russia: The Soviet Union Today (Kit)*
*Three Giant Powers: Studies in Russia, China, America*
*The Soviet Union & Eastern Europe (Text)*
*The Soviet Union & Eastern Europe (T.G.)*

*GLOBAL INSIGHTS: PEOPLE AND CULTURE SERIES*
*Soviet Union*

*Has Technological Change in Canadian Industry Been a Boon or A Disaster? A Case Study of Fishing (Teaching Unit 9C)*

*CANADIANA SCRAPBOOK SERIES*
*The Confident Years: Canada in the 1920's*
*The Depression Years: Canada in the 1930's*

*Canadians and their Environment*
*Work and Leisure*
*Canada: The Land and Its People*
*Across Canada; Resources & Regions (T.G.)*
*Living With Technology: Can We Control Applied Science? (Kit)*

*Canadian Industrialization (Text)*
*Canadian Industrialization (T.G.)*

*CURRICULUM SERIES*
*Technological Change in the Workforce*
*Union Organization and Strikes*
*Unions and Collective Bargaining Process*

## SOCIAL STUDIES RESOURCES - SENIOR HIGH

### PRESCRIBED

Human Rights: Respecting Our Differences

In Search of Canada Vol. II

### RECOMMENDED

*Human Rights: Respecting Our Differences, Teacher's Manual*
*Canada Today, Text*
*Canada Today, Teacher's Manual*
*Human Rights: Who Speaks for Man (Kit)*
*Political Decisions in Canada, Text*
*Political Decisions in Canada, T.G.*
*In Search of Canada, Vol. I Text*
*In Search of Canada, T.G. I & II*
*In Pursuit of Justice: Issues in Canadian Law*
*Canadian Studies: Self & Society*
*Prejudice, Teacher's Manual*
*How Are We Governed in the 80's?*
*Human Rights (MacDonald Educ. Colour Unit)*
*Regionalism in Canada: Flexible Federalism or Fractured Nation?*
*At Issue: Energy Pricing (Kit)*

*THE POWER SERIES*
- *Gaining Power: Democracy and Elections in Canada*
- *The Challenge of Power: Canada and the World*
- *Exercising Power: Government in Canada*

*Canada: A Growing Concern, Text*
*Canada: A Growing Concern, T.G.*
*Why We Have Laws: Shiver, Gobble and Snore (Film)*
*Should Canadians Discourage Quebec Independence? (Teachning Unit IOB)*

*Canada's Century*

*CANADIAN CRITICAL ISSUES SERIES*
- *Crisis in Quebec*

*Canadian Issues & Alternatives*
*Keeping Canada Together*
*Origins, Canada's Multicultural Heritage*
*Canada: Towards Tomorrow*
*Forging a Destiny, Canada Since 1945 Text*
*Forging a Destiny, Canada Since 1945 T.G.*
*World's Homeless: Should We Help Them?*

**PRESCRIBED**

Our Western Heritage, Units I-4
The Shaping of Western Society (Kit)
The Shaping of Western Society (Text)

*VIEWPOINTS IN WORLD HISTORY SERIES*
  Was There Really a Renaissance?
  What Were the Causes of the Protestant Reformation?
  What Forces Guided the French Revolution?

Challenge for Change: Geographical Approach to Selected World Issues
Environmental Concerns, The World
World Prospects
The State of the World Atlas

**RECOMMENDED**

*Should the Lessons of History Be Used to Chart Our Future? (Teaching Unit IIA)*
*The Shaping of Western Society, T.G.*
*Nineteenth Century Nationalism (Kit)*

*INQUIRY: WESTERN CIVILIZATION SERIES*
  *The Emerging Years*
  *Democracy and Nationalism*
  *The Rise of Totalitarian States*
  *Teacher's Guide for Inquiry*

*EXPERIENCING HISTORY SERIES*
  *The French Revolution*

*Doomsday: 2I Century? (Kit)*
*Tradition and Change in Four Societies, An Inquiry Approach, Text*
*Tradition and Change in Four Societies, An Inquiry Approach, Teacher's Manual*
*Third World, Development of Underdevelopment (Kit)*
*Reshaping the Future, Toward a New International Economic Order (Kit)*

*The People Problem: Population and Urban Expansion in Latin America (Kit)*
*Altering the Images*
*Environmental Concerns, The World, Teacher's Manual*
*Five Minutes to Midnight (Film)*

*GLOBAL ISSUES SEMINAR SERIES*
  *North-South: World in Development Text*
  *North-South: World in Development Guide*
  *Changing Environments, Changing Peoples, Text*
  *Changing Environments, Changing Peoples, Guide*

*World's Homeless: Should We Help Them? (Kit)*

*The Developing World: Poverty, Growth and Rising Expectations Text*
*The Developing World: Poverty, Growth and Rising Expectations T.G.*

## PRESCRIBED

**Our Western Heritage, Units 5-9**
**Modern Perspectives**

*VIEWPOINTS IN WORLD HISTORY SERIES*
- **How Did the Communists Seize Power in Russia?**
- **The Rise of the Nazi Horror: Who Was Responsible?**

Why Nations Go to War
War and War Prevention
The Contemporary World: Conflict or Co-operation?

Ideologies
Political and Economic Systems

## RECOMMENDED

*The Ideas of Karl Marx (Kit)*
*A Map History of the Modern World*
*Fascist Dictorships (Kit)*
*World Powers in the Twentieth Century*

*INQUIRY: WESTERN CIVILIZATION SERIES*
- *Democracy and Nationalism*
- *The Emerging Years*
- *The Rise of Totalitarian States*
- *War and Peace in the 20th Century*
- *Teacher's Guide for Inquiry: Western Civilization Series*

*Should We Encourage the Development of World Government? (Teaching Unit I2B)*

*Joseph Schultz (Film)*
*The Causes of World War I (Kit)*
*The Causes of World War II (Kit)*
*The United Nations: End of A Dream? (Kit)*
*Dangerous Parallel (Simulation Game)*
*Terrorism (Kit)*
*Twentieth Century Nationalism (Kit)*
*National Conflicts and International Relations (Kit)*
*Man Against Man: A Study in Aggression and Conflict (Kit)*
*The Contemporary World: Conflict or Co-operation? Teacher's Guide*

*EXPERIENCING HISTORY SERIES*
- *The Cold War*

## SOCIAL SCIENCES - SENIOR HIGH

**PRESCRIBED**

You The Consumer

Consumer Economics

Understanding the Canadian Economy

Economics: The Science of Common Sense

The Adventure of Primero Dinero

The World of Economics

Life on Paradise Island

Psychology, Its Principles and Applications

Man's Search for Meaning

What Man Believes

Sociology

Sociology, The Study of Human Relationships

Urban Prospects

Canada, A Regional Geography

Introduction to Geography

Greek Philosphers: From Thales to Aristotle

History of Philosophy

Philosophy Made Simple

Comparative Political Systems

**RECOMMENDED**

*Home Truths*

*The Canadian Consumer*

*Understanding the Canadian Economy, Teacher's Manual*

*Money Matters*

*Choice: An Introduction to Economics*

*Consumer Credit and Consumer Fraud*

*Dollars and Sense - A Guide to Family Money Management*

*Macroeconomics: An Integration of Monetary, Search & Income Theories*

*Principles of Economics and the Canadian Economy*

*Workbook to Economics: The Science of Common Sense*

*Examination Manual for Economics: The Science of Common Sense*

*Introductory Macroeconomics: A Canadian Analysis*

*Economics: A Canadian Perspective*

*Readings, The World of Economics*

*Workbook and Study Guide to the World of Economics*

*Keynotes: Economics Simplified*

*MicroEconomics and the Canadian Economy*

*Social View of Man, Canadian Perspectives*

*Dimensions of Man*

## PRESCRIBED

Parliaments and Congress: Selected Sources

Political Science

The United Nations as a Political Institution

Opening of the Canadian West

Challenge and Survival: The History of Canada

Origins of Western Civilization: Western Man and The Modern World

Shaping of Western Society

Our Western Heritage

Anthropology for Our Times

## RECOMMENDED

*Experiences in Sociology (Lab Manual)*

*Teacher's Manual to Sociology, Study of Human Relationships*

# ALBERTA HERITAGE LEARNING RESOURCES

## ALBERTA LITERATURE FOR SENIOR STUDENTS AND ADULTS

*ALBERTA, A NATURAL HISTORY*
*ALBERTA, THE PIONEER YEARS*
*THE BETRAYAL*
*BETWEEN THE RED AND THE ROCKIES*
*BIRD AT THE WINDOW*
*CHARCOAL'S WORLD*
*CROWFOOT*
*THE EMPEROR OF PEACE RIVER*
*ESPECIALLY BABE*
*FAR PASTURES*
*GOLD RUSH*
*GRIZZLY COUNTRY*
*HALF-BREED*
*A HARVEST YET TO REAP*
*A HISTORY OF ALBERTA*
*THE HUNGRY HILLS*
*THE LITTLE WHITE SCHOOLHOUSE*
*MEN AGAINST THE DESERT*
*MEN FOR THE MOUNTAINS*
*MEN OF THE SADDLE*
*MUSIC AT THE CLOSE*
*NORTHWEST OF SIXTEEN*
*PATHFINDING OF PLAIN AND PRAIRIE*
*PEN AND PLOW*
*ROAR OF THE TWENTIES*
*THE ROCKIES*
*THE SORCHED WOOD PEOPLE*

## ALBERTA LITERATURE FOR SENIOR STUDENTS AND ADULTS *(Continued)*

*TAY JOHN*
*WHILE RIVERS FLOW*
*WHO HAS SEEN THE WIND?*
*READER'S GUIDE*

## WESTERN CANADIAN LITERATURE FOR YOUTH

*WHO OWNS THE EARTH?*
*PANORAMA*
*IN JEOPARDY*
*A SENSE OF PLACE*
*DIVERSIONS*
*WESTERN MOODS*
*TRANSITIONS*
*TALES TALL AND TRUE*
*ROAD TO YESTERDAY*
*WESTERN PROFILES*
*TEACHER'S RESOURCE BOOK*

## BOOKS FOR YOUNG READERS

*ALBERTANS ALL*
*ALBERTA'S PREHISTORIC PAST*
*CANADIAN FRONTIERS*
*CHINOOK RIDGE, 1880-1914*
*EXPRESSIONS*
*FROM THE GROUND UP*
*GOVERNMENTS OF CANADA*

**BOOKS FOR YOUNG READERS**
*(Continued)*

*LANDSCAPES OF ALBERTA*

*THE NATURE OF THINGS*

*PAGES FROM THE PAST*

*A PROVINCE AT WORK*

*SOUVENIRS*

**FLORA AND FAUNA KIT**

*FAUNA STUDY PRINT SET*
*FLORA STUDY PRINT SET*
*TEACHER'S GUIDE TO THE ENGLISH KIT*
*TEACHER'S GUIDE TO FILM*
*MISCELLANEOUS TEACHER'S GUIDE TO FLORA AND FAUNA*
*MISCELLANEOUS FLORA AND FAUNA SLIDES*
*SLIDES - FUNGUS*
*SLIDES - GREEN PLANTS*
*SLIDES - FISH*
*SLIDES - BIRDS OF LAKES AND RIVERS*
*SLIDES - ALPINE HABITAT*
*SLIDES - SPIDERS*
*SLIDES - MAMMALS*
*SLIDES - BIRDS OF THE FOREST*
*SLIDES - INSECTS*

# APPENDIX B

# LIST OF LEARNING RESOURCES OMITTED FROM THE CURRICULUM REVIEW

## Omissions

### Health

The Journey Beyond Trips
Drugs of Abuse

### Mathematics

Mathematical Tables

### Physical Education

Sound Images
Improvised Playthings

### Industrial Education

Photography
Modern Biology

### Business Education

Custom Auto Centre Business Simulation
Teacher's Key for Custom Auto Centre Business Simulation
Solution Manual to Introduction to Canadian Business

### Science

Energy and Chemical Reactions
Chemistry: Experimental Foundations

### Social Studies

Judgement

# APPENDIX C

## CURRICULUM BRANCH LEARNING RESOURCES RATED PROBLEMATIC OR UNACCEPTABLE

**APPENDIX C**

## Unacceptable and Problematic Instructional Materials as Determined by the Curriculum Audit

### Unacceptable Resources

| SUBJECT AREA | TITLE OF RESOURCE | GRADE(S) | PRESCRIBED(P) OR RECOMMENDED(R) | REASON FOR CLASSIFICATION |
|---|---|---|---|---|
| Fine Arts | Exploring Music, Book 5 Teacher's Edition | 5 | R | The guide does not counteract the problems of the student text. |
| | Exploring Music, Book 5, Records | 5 | R | It has an overwhelming U.S. bias. |
| Health | What Would You Like To Be? (video cassette) | 2 | R | Sex-role stereotyping. Formally delisted in December, 1983. |
| | Inside Out - Strong Feelings | 5 | R | Stereotyping, lacks sensitivity towards feelings of minority groups and handicapped people; emotions dealt with in a silly manner. |
| | It's Wonderful Being A Girl | 5-6 | R | References to brand name products. |
| Physical Education | Amos Moses (recording) | 1-6 | R | Judged offensive on racial and religious grounds. It has been delisted. |
| | Rowing | 10-12 | R | Sex stereotyping. One denigrating reference to Native Canadians. |
| Social Studies | In Your Community Series: - Policeman | 2 | R | In this book, there are no role models of visible minority groups represented. Women are included only in a stereotyped manner and there is no representation of a cross-section of ages. Students would get a very biased and narrow view of society by exposure to this material. |

| SUBJECT AREA | TITLE OF RESOURCE | GRADE(S) | PRESCRIBED(P) OR RECOMMENDED(R) | REASON FOR CLASSIFICATION |
|---|---|---|---|---|
| Social Studies (continued) | In Your Community Series:<br>- Letter Carrier | 2 | R | There are no female letter carriers evident, and women are portrayed primarily in clerical roles. Minority groups are not represented. |
| | Cities Are For People | 3 | P | Only the white, middle-class group is presented throughout, with women shown as members of the workforce in stereotyped roles only. Negative statements concerning lower socio-economic groups are made. Minority groups are presented only in traditional costume or stereotyped roles. Only one religion (Christianity) is considered. |
| | Growth of a Nation Series:<br>Settlement of the West | 4 | P | The achievements and contributions of settlers are stressed with little mention of Metis/Native achievements. Also the beliefs and customs of Natives/Metis are inaccurately described or omitted when they are relevant to the topic. There is some stereotyping of settlers as poor, seeking freedom and escaping crowded conditions. Note: This resource was removed from prescribed listings April, 1984 due to serious problems in the presentation of Native peoples and culture. |

| SUBJECT AREA | TITLE OF RESOURCE | GRADE(S) | PRESCRIBED (P) OR RECOMMENDED(R) | REASON FOR CLASSIFICATION |
|---|---|---|---|---|
| Social Studies (continued) | Growth of a Nation Series: Fur Trade | 5 | P | There are very explicit statements which would foster negative attitudes toward Natives, Metis and Nor'Westers. The book does very little to credit the Native peoples, referring to them as "savages". Women are also depicted in a negative light and their contributions are not noted. Only the British and French are viewed favourably. |
|  | High Arctic Heritage (kit) | 7 | R | Only the traditional lifestyle of the Inuit people is presented in this very outdated filmstrip series. The males and females are depicted in very traditional roles, for example, female sewing/male hunting. Grade seven students may view this series with laughter and mockery, thus developing an insensitive attitude toward the Inuit culture. |
|  | Canadians and Their Environment | 9 | R | There is a limited balance of age, sex and minority groups. Many topics were handled in a superficial manner. The book projected only the negative aspects of pollution, a very anti-Industrialization approach. The author has passed on his judgements, values and bias to the students without room for critical thought or evaluation. A negative attitude and view of third world countries is also presented. |

| SUBJECT AREA | TITLE OF RESOURCE | GRADE(S) | PRESCRIBED(P) OR RECOMMENDED(R) | REASON FOR CLASSIFICATION |
|---|---|---|---|---|
| Social Studies (continued) | National Conflicts and International Relations (kit) | 12 | R | This filmstrip/cassette kit is unacceptable because there are inaccuracies and over-simplifications. It systematically ignores any opposing political perspectives on conflict. It does not present the achievements and contributions of the minority groups involved in the conflicts, nor does it promote tolerance toward these minority groups. |
| Social Sciences | The Canadian Consumer | Economics for Consumers 20 | R | Males and females are stereotyped into occupational roles. Very few minorities are depicted. Names used in examples do not reflect the ethnic diversity of Canada, for example, John Smith/Richard Brown. The book presents a very biased one-sided view of the free enterprise system, omitting reference to other economic systems. The implication is that materialism equals success. |
|  | Social View of Man, Canadian Perspectives | General Sociology 20 | R | This text is unacceptable because it stereotypes men, women, and youth and presents a negative approach to human similarities and differences. It also presents an inaccurate assessment of the public's acceptance of evolutionary theory. It presents an image of Canadian society that is misleading by being incomplete. For example, there is no mention of the ethnic composition of Canada. |

## Problematic Resources

| SUBJECT AREA | TITLE OF RESOURCE | GRADE(S) | PRESCRIBED(P) OR RECOMMENDED(R) | REASON FOR CLASSIFICATION |
|---|---|---|---|---|
| Fine Arts | Silver Burdett Music, Book 3 | 3 | P | It lacks Canadian material and has a strong U.S. bias. |
| | Exploring Music, Book 5 | 5 | P | It has an overwhelming U.S. bias. |
| | Exploring Music, Book 3, Teacher's Edition | 3 | R | This book does not counteract the problems of the student book. |
| | Exploring Music, Book 4, Teacher's Edition | 4 | R | This book does not counteract the problems of the student book. |
| | Exploring Music, Book 3, Records | 3 | R | There is a widespread discrepancy in handling of sex roles. |
| | Exploring Music, Book 4, Records | 4 | R | It lacks Canadian material and provides a poor female image. |
| | Exploring Music, Book 6 | 6 | P | This book lacks Canadian material and has a strong U.S. bias. |
| | Exploring Music, Book 6, Teacher's Edition | 6 | R | The guide does not counteract the problems of the student text. |
| | Exploring Music, Book 6, Records | 6 | R | These records lack Canadian material and have a strong U.S. bias. |
| | New Dimensions in Music - Looking At Music, Big Book | 1 | P | It lacks Canadian material and has a strong U.S. bias. |

| SUBJECT AREA | TITLE OF RESOURCE | GRADE(S) | PRESCRIBED(P) OR RECOMMENDED(R) | REASON FOR CLASSIFICATION |
|---|---|---|---|---|
| Fine Arts (continued) | New Dimensions In Music - Enjoying Music, Book 2 | 2 | P | It has a strong male bias as well as being predominantly American. |
| | New Dimensions in Music - Expressing Music, Book 3 | 3 | P | It has a strong U.S. bias. |
| | New Dimensions in Music - Investigating Music, Book 4 | 4 | P | It lacks Canadian material and has a strong U.S. bias. |
| | New Dimensions in Music - Mastering Music, Book 6 | 6 | P | It has a strong U.S. bias and has no female point of view. |
| | New Dimensions in Music - Beginning Music, Book 1 Teacher's Edition | 1 | R | The guide does not counteract the U.S. bias or sexual stereotyping. |
| | New Dimensions in Music - Enjoying Music, Book 2 Teacher's Edition | 2 | R | The guide does not counteract the U.S. bias or sexual stereotyping. |
| | New Dimensions in Music - Investigating Music, Book 4 Teacher's Edition | 4 | R | The guide does not counteract the U.S. bias. |
| | New Dimensions in Music - Mastering Music, Book 6 Teacher's Edition | 6 | R | The guide does not counteract the U.S. bias or sexual stereotyping. |
| | Looking At Music Teacher's Edition | 1 | R | It has a strong U.S. bias and there is evidence of sexual stereotyping. |
| | Development Through Drama | 7-12 | R | This Book has a strong British bias. |

| SUBJECT AREA | TITLE OF RESOURCE | GRADE(S) | PRESCRIBED(P) OR RECOMMENDED(R) | REASON FOR CLASSIFICATION |
|---|---|---|---|---|
| Health | A Fitness Carol (film) | 5-6 | R | Some sex stereotyping, if not handled as the satire that it is. |
| | Home With Character | 10-12 | R | Socio-economic stereotyping shows mainly upper middle class homes and furnishings. |
| | World of Work | 1-2 | R | Some questionable value statements. |
| Language Arts | World of Language, Book E Teacher's Edition | 2 | R | The book contains material which sexually discriminates. |
| | Starting Points in Language Arts - Teacher's Guide for Level 1 | 1 | R | The material does not discuss the problems of racism and sexual stereotyping. |
| | Starting Points in Language Arts - Teacher's Guide for Level 2 | 1 | R | The material does not discuss the problems of racism and sexual stereotyping. |
| | Starting Points in Language Arts - Teacher's Guide for Level 3 | 1 | R | The material does not discuss the problems of racism and sexual stereotyping. |
| | Starting Points in Language Arts - Teacher's Guide for Level 6 | 3 | R | The material does not deal with the problem of sex stereotyping. |
| | Starting Points in Reading - Level B, Second Book | 5 | P | The book contains material which sexually discriminates against women, and religious cults are given credibility. |

| SUBJECT AREA | TITLE OF RESOURCE | GRADE(S) | PRESCRIBED(P) OR RECOMMENDED(R) | REASON FOR CLASSIFICATION |
|---|---|---|---|---|
| Language Arts (continued) | Sounds of Language - Sounds I Remember | 1 | P | It contains material which might be viewed as racial slurs by Indians. |
| | Sounds of Language - Sounds of Powwow | 1 | P | It contains material which might be viewed as racial slurs by Indians. |
| | Man The Myth-Maker | 10 | P | Critical perspective with regard to Christian beliefs. |
| | Man The Myth-Maker, Teacher's Guide | 10 | R | The teacher's guide does not correct the problem contained in the student text. |
| | Perspectives | 10 | P | It reflects the black/white mix of the U.S., not the broader ethnic mix of Canada. |
| | Reading for Understanding, General Edition | 10 | R | Contains a strong American bias. |
| Industrial Education | Hair Structure and Chemistry Simplified | Beauty Culture | P | Sexist and racial bias. |
| | Textbook for Nursing Assistants | Health Services | R | Unfair generalizations, sexist and racial bias. |
| | Supervision and Management of Quantity Food Preparation | Food Preparation | P | Unfair generalizations, sexist bias. |
| Home Economics | People, Food and Science | Food Studies 20-30 | R | Sexist language, sex-role stereotyping, over-generalizations, simplistic handling of cultural concepts. |

| SUBJECT AREA | TITLE OF RESOURCE | GRADE(S) | PRESCRIBED(P) OR RECOMMENDED(R) | REASON FOR CLASSIFICATION |
|---|---|---|---|---|
| Social Studies | This Land: Alberta | 4 | R | Not all the minority groups are given equal status/discussion in this text. There is a focus on the contributions of white, anglo-saxon males to the near exclusion of women as contributing members in contemporary Canadian society. Members of other minorities are also relegated to the past rather than the present. |
| | Growth of a Nation Series: Life in New France | 5 | P | This book emphasizes the French of New France while Native Canadians are discussed peripherally. The end result of this bias is that the Native Canadians are portrayed in a negative manner as compared to the French. The Native perspective is alluded to but never stated to balance the French views. Note: This resource was removed from prescribed listings April, 1984 due to serious problems in the presentation of Native peoples and culture. |
| | Settling The West (kit) | 5 | P | Visible minorities are neglected totally or misrepresented. The multicultural background of settlement and its effect on the populations (Native) already present is virtually ignored, a superficial treatment of the period of western Canadian settlement. This kit suffers most from omission of important contributions made by many different cultural groups of Alberta. |

| SUBJECT AREA | TITLE OF RESOURCE | GRADE(S) | PRESCRIBED(P) OR RECOMMENDED(R) | REASON FOR CLASSIFICATION |
|---|---|---|---|---|
| Social Studies (continued) | Canada: This Land of Ours | 5 | P | This text is problematic because it inadequately portrays women and senior citizens and presents a superficial treatment of the achievement of minority groups. It has an uncritical approach to industrial development. As well, it presents a limited, and, at times, insensitive treatment of Natives and their contributions to Canada. |
| | Growth of a Nation Study Prints | 5 | P | The material focuses on the British explorers and European settlers to the disregard of other minority groups. Generalizations about the Doukhobors and French do not enhance those groups' contributions to Canadian history. The contributions of Native groups are given secondary consideration only. |
| | Picture the Past Series: Gods, Greeks and Romans | 6 | R | The book, in the introduction, assumes that the theory of evolution is widely accepted and is the only view excluding the "creationist" theory. Reference to Christianity is factual, but does not explore the impact of the beliefs and practices of Christians. The cultures are presented in an oversimplified manner, with many omissions. |

| SUBJECT AREA | TITLE OF RESOURCE | GRADE(S) | PRESCRIBED(P) OR RECOMMENDED(R) | REASON FOR CLASSIFICATION |
|---|---|---|---|---|
| Social Studies (continued) | Families of Asia (kit) | 6 | R | The beliefs and customs of each of these families is omitted to a large extent. Although people's vocations, religion and daily activities are included, these are dealt with superficially. For example, in the India filmstrip, there is reference to the religious attitude toward the cow without explanation of the beliefs concerning the cow, sacred river, etc. Similarities are emphasized while differences are not. The opportunity of developing tolerance and understanding of these groups and the minority groups within them is limited by the material. Emphasis on the individual as a worthy being is rarely included. |
| | Marooned: An Examination of Culture (kit) 2nd edition, 1979 | 7 | P | The second edition, 1979, of the kit was identified as problematic primarily because of errors of omission. The kit did not explore Canadian Christian and nuclear family values, and presented religion as a "social need". Note: This 1979 edition was removed from prescribed listings September, 1984. The revised third edition, 1984, has now replaced it as a prescribed resource September, 1984. The audits of this revised kit rated it as acceptable. |

| SUBJECT AREA | TITLE OF RESOURCE | GRADE(S) | PRESCRIBED(P) OR RECOMMENDED(R) | REASON FOR CLASSIFICATION |
|---|---|---|---|---|
| Social Studies (continued) | Pygmies of the Ituri Forest | 7 | P | Throughout the book there is an implied comparison of "our" culture versus "their" culture; these comparisons do little to raise the students' appreciation of or tolerance for this tribe. Overall there seemed to be an underlying emphasis on we the superior culture studying the less superior culture. Many of the titles and headings conveyed a negative impression of the pygmies as a "backward", "primitive" people. Note: This resource is presently under revision by the publisher. |
| | Polish Heritage in Alberta | 7 | R | This text stresses the positive aspects of the Polish people with little reference to the negative. The oversimplification of events and attitudes causes the material to be misleading at times. The Russians and Germans are portrayed in a negative manner with no references to contributions they have made in Poland, and other minority groups are ignored. Political beliefs of the Polish settlers are assumed to be correct and unquestionable. Freedom is presented in opposition to Communism. |

| SUBJECT AREA | TITLE OF RESOURCE | GRADE(S) | PRESCRIBED(P) OR RECOMMENDED(R) | REASON FOR CLASSIFICATION |
|---|---|---|---|---|
| Social Studies (continued) | The Canadian Mosaic (kit) | 7 | R | Some of the filmstrips/cassettes are excellent (such as Japanese, Chinese, Introduction) and present a balanced, accurate view of women, age groups and minority situations. However, others like the "French Canadians" and "Cultures in Conflict" would require major revision due to a biased approach and outdated information. For example, "French Canadians" is a one-sided political presentation which deals almost exclusively with the struggle for preservation of the French language and culture. Very few positive aspects are given. As a kit, an important part of the Canadian mosaic, recent immigrants to Canada such as the East Indians and Vietnamese, have been omitted. |
| | Flashback Canada | 8 | P | Omission and misinterpretation of the Native perspective in discussion of major events in Canadian hsitory are the main problems in this text. For example, the Natives are not included in the treatment of events such as the Durham Report, Confederation, etc. Through omission, a misrepresentation occurs. The use of certain words, "massacre", "rebellion", "rebels", helps to create a negative image of the various Indian tribes. There are misconceptions that surround the treaties. Students would conclude that treaties were signed with all in |

| SUBJECT AREA | TITLE OF RESOURCE | GRADE(S) | PRESCRIBED(P) OR RECOMMENDED(R) | REASON FOR CLASSIFICATION |
|---|---|---|---|---|
| Social Studies (continued) | Flashback Canada (continued) | | | agreement, everybody happy and an overall sense of fairness. As well, there is stereotyping of the Chinese and Ukrainian Canadians. Note: This resource was to have been removed from prescribed listings June, 1984 due to serious problems in the presentation of Native peoples and culture. However, the Minister of Education has extended authorized use until June, 1985 at which time a replacement will be available. |
| | The Mounties and Law Enforcement | 8 | R | This resource attempts to present various minority groups positively but its focus is more on ensuring that the R.C.M.P. is presented in a positive manner. Several important issues in Canada's history are therefore given cursory treatment only and this is to the detriment of various minorities, notably Natives, Doukhobors and women. The book also has a bias which shows itself very clearly in the last chapter, which expresses the view that the expression of individual rights occurs to the detriment of "law and order". |

| SUBJECT AREA | TITLE OF RESOURCE | GRADE(S) | PRESCRIBED(P) OR RECOMMENDED(R) | REASON FOR CLASSIFICATION |
|---|---|---|---|---|
| Social Studies (continued) | Technological Change in the Workforce, Teacher Reference | 9 | R | Achievements are attributed to working class people and technology with no mention of minority groups. Different ethnic and racial groups are ignored, while contributions of the aged, women and children are treated superficially. Individual worth and individual achievements are not relevant in this resource. Students are encouraged to look at people as part of a stereotyped groups of workers. |
| | Three Giant Powers: Studies in Russia, China, America | 9 | R | The USSR, USA and China were treated equally and fairly with no apparent bias. Students would gain a positive perspective toward all the super powers, but almost "too utopian" a view is presented, for negative aspects of all three nations are omitted. This very factual approach seems to gloss over inadequacies and problems in each of the three systems. The resource does not encourage further analysis or critical thinking. |
| | Canadian Industrialization | 9 | R | This text is problematic because it portrays some minority groups (Natives and handicapped) in a negative manner and does not show them in positive situations. The main characters of the book are young, white, rich and upper class; thus it does not present realistic role models for young people. Further, it makes not reference to a range of political and economic perspectives. |

| SUBJECT AREA | TITLE OF RESOURCE | GRADE(S) | PRESCRIBED(P) OR RECOMMENDED(R) | REASON FOR CLASSIFICATION |
|---|---|---|---|---|
| Social Studies (continued) | Modern Perspectives | 12 | P | Overall the book gives a fairly neutral unbiased view of history. It does stress the conflict over the past. 400 years to a much greater extent than it presents cooperation. The student would understand the struggles of various groups but would have trouble empathising with different cultures because of the general neutrality. The student could become confused over the questionable use of certain adjectives when describing people or societies, for example, "aggressive" German, "generous" British government. The lack of questions at the end of each chapter does not help the student check understanding of material or clarify values which would lead to critical thinking. For a history text there is a lack of documentation as historical source documents. |
| | Challenge and Survival: The History of Canada | Canadian History 20 | P | The text focuses on the French and English groups with the end result being that most other minority groups are largely limited to "root" events in history and are not portrayed as actively involved in contemporary Canadian society. For example, "The crusading spirit of the missionaries, who came to New France to preach the Gospel to the heathen". The text is characterized by a lack of sensitivity to minority issues. It also presents |

| SUBJECT AREA | TITLE OF RESOURCE | GRADE(S) | PRESCRIBED(P) OR RECOMMENDED(R) | REASON FOR CLASSIFICATION |
|---|---|---|---|---|
| Social Studies (continued) | Challenge and Survival: The History of Canada (continued) | Canadian History 20 | P | some groups in a manner of which they would disapprove because of its stereotypical, stigmatic nature. Inconsistency mars the credibility of the text. |
| | Origins of Western Civilization: Western Man and the Modern World | Western World History 30 | P | Several inaccurate or negative portrayals of minority groups are included. No famous women but one mentioned. Some scientific theories are incomplete and would greatly offend many minority groups. Emphasis is on the success of the white western world. The author makes reference to "barbarian" groups when discussing Germanic and Turkish peoples in ancient and early medieval periods of history. Generalizations treat development as separate from eastern influences. |
| | Home Truths | Economics For Consumers 30 | R | This text stereotypes groups such as young married couples, real estate salesmen, and politicians. Note: This resource is out-of-print and no longer available. It was removed from authorized listings April, 1984. |

# APPENDIX D

# ALBERTA HERITAGE FUND LEARNING RESOURCES

## ALBERTA HERITAGE LEARNING RESOURCES

Two sets of literary materials from the Alberta Heritage Learning Resources Project were audited. *Western Canadian Literature For Youth* was designed for junior and senior high and consists of ten anthologies (in English) plus a teacher's guide. *Alberta Literature For Senior Students and Adults* was designed for grades eleven and twelve and adults and consists of 30 full-length selections of fiction and non-fiction (in English) and a reader's guide. These resources are referred to in Table 3 on page 15.

Of the 42 resources audited, 40 were judged to be acceptable and two were judged by the initial auditor to be problematic. At the time of submission of this report, there had not been time to re-audit the two problematic resources. *Alberta - The Pioneer Years* and *Tay John* are the two books that are considered problematic. The former one recounts the contributions of various people during Alberta's pioneer years. Men and women, including those of Indian descent, are praised but there are also terms used in the beginning of the book which are intolerant of Indians, e.g., squaw man, bucks, half-breed and massacre. The problem is restricted to one part of the book and some assistance to teachers in using the book is recommended.

In *Tay John*, a story of love and of natives in Western Canada, there are references to race and sex which are intolerant. Assistance for the teacher in approaches to dealing with the book in the classroom, when and if it is used, would be helpful.

Both series of materials are representative of Canada's and, more specifically, Alberta's recent past. Numerous situations which are judged to be intolerant today were accepted as normal in the early days. This situation is reflected in the literature. On the other side, there were numerous instances in which persons helped others regardless of their race, religion, age or sex. The stories in these series are repleat with such references.

In *Western Canadian Literature For Youth* there are many stories and poems in each anthology. A few of the stories illustrate intolerance, however, when any one anthology was viewed in its entirety, it was deemed to be acceptable. In the few instances where a story within an acceptable anthology was identified as showing intolerance to some group, e.g., "Men in Sheepskin Coats", further action will be considered by the curriculum coordinating committee. It is probable that teachers will be alerted to the specific stories and given some guidance on how best to deal with the story in the classroom.

Finally, although these resources do not have special status in the language arts program or in other curriculum areas, they do represent a fine contribution to the literary heritage of Albertans. The curriculum audit confirms these materials as being generally positive in terms of their tolerance and understanding of others.